

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

8



Digital



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





Teacher's Guide for At the Crossroads Life Orientation

Grade
8

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

© Department of Basic Education, South Africa 2025

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

Contact the Department of Basic Education.

Email: info@dbe.gov.za

Call centre: 0800 202 933

Switchboard: 012 357 3000

Private Bag X 603, Pretoria 0001

Sol Plaatjie House, 222 Struben Street, Pretoria

Teacher's Guide for *At the Crossroads* Life Orientation Textbook Grade 8 978-1-4315-4008-2 (Digital)



Foreword from the Department of Basic Education	4
The Basic Education <i>At the Crossroads</i> Textbook series	5
Strengthening the curriculum: The Basic Education Competency Framework	6
How to use the textbook	8
Life Orientation: Senior Phase Curriculum Topics.....	12
Strengthening the curriculum: Skills.....	14
Grade 8 skills overview table	16
Strengthening the curriculum: Multilingualism	18
Strengthening the Curriculum: Multilingualism, Trans-language, Language Across the Curriculum, and Reading for meaning.....	24
Strengthening the curriculum: Assessment	27
Grade 8: Term 3 Project	32
Strengthening the curriculum: Peer assessment of groupwork.....	33
Strengthening the curriculum: Self-assessment	35
Grade 8: Self-assessment: How well am I doing with the following skills?.....	36
Strengthening the curriculum: Values	41
Strengthening the curriculum: Character and attitudes	47
Strengthening the curriculum: Cross-cutting priorities	49
Create a safe enough space for conversation	52
Physical activity & Physical education	54
Creative Arts as Method	56
Overview of the lesson set notes for each term	57
Teacher's lesson set notes for Term 1	58
Teacher's lesson set notes for Term 2	68
Teacher's lesson set notes for Term 3	76
Teacher's lesson set notes for Term 4	86
References	92
Acknowledgements	94

Foreword from the Department of Basic Education

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

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

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

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

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

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

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

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

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

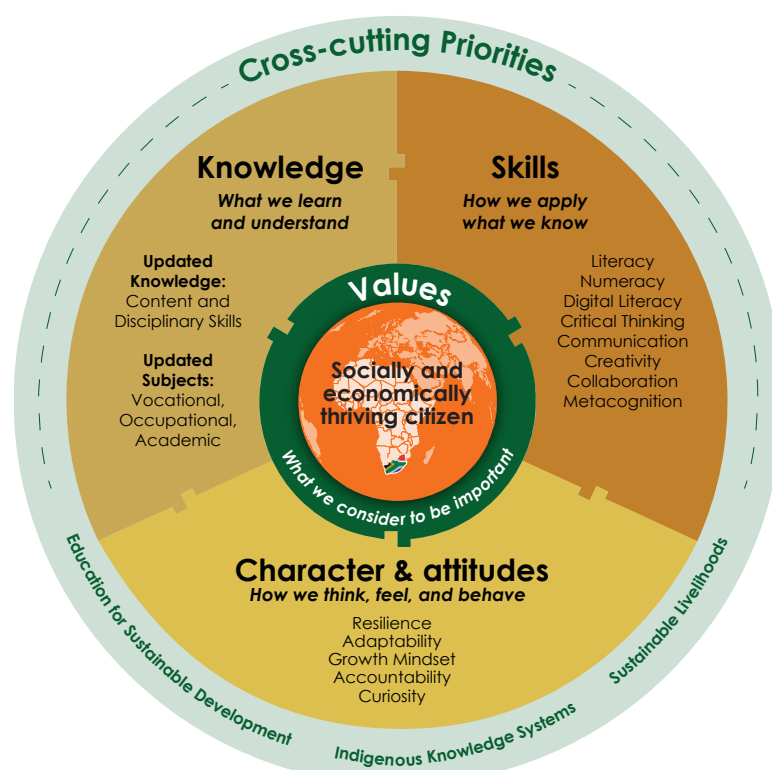
Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

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 as 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.

Earth Day

Earth Day brings people together from across the world in a huge effort to show care for the environment and to act to protect it.

It is not a day – it is a movement!

Every year people celebrate Earth Day (22 April). This worldwide event started as a protest in 1970 when it became clear how fragile our planet is and how important it is to protect it. Two big scientific discoveries had raised the alarm about our negative impacts on the earth:

- 1957 – Revelle Keeling discovered evidence that carbon dioxide was accumulating in the Earth's atmosphere.
- 1962 – The book *Silent Spring* by Rachel Carson showed evidence of the dangers of DDT, the first broadly-used synthesised pesticide, to wildlife and human health. DDT was banned in 1972.

No one is too small to make a difference

- Name three items you use everyday.
- Which of these items come directly from nature and which ones were made by humans?
- If the item is human-made, identify two natural resources that were used to make it.
- What should your attitude be to buying, using and disposing of this item?
- What lifestyle change are you willing to experiment with? Add it to the box 'What can you do?'
- Describe what Earth Day is.
- Why is it important that we celebrate Earth Day?

What can you do?

- Get informed.** Knowledge is power: learn more about the environment and how to protect it.
- Plant a tree.** Start a project to plant many indigenous trees.
- Be aware** of your impact on the planet, what you consume and the waste you produce.
- Reduce waste** in your daily life.
- Support** clean energy initiatives.
- Hold government accountable** for failures to address climate change and loss of biodiversity.
- Advocate for climate-related legislation** and policy improvements.

Alternative energy sources:
Wind, solar (sunlight), geothermal, hydropower (from water), nuclear. What else?

Test your idea - change your mind
Hlola umbono wakho - shintshe ingqondo yakho/guqula umgondo wakho

122 Grade 8 Term 3: Health, social and environmental responsibility

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

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

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

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

Earth Day activities

- What did you do for Earth Day last year? What are you going to do for it, now? (Although Earth Day is celebrated worldwide on 22 April, we need to celebrate the Earth every day.)
 - Do one of these activities to show your support for a sustainable and healthy Earth:
 - Create art**
Art projects help you connect to the environment. Imagine the world you want to live in. For an Earth Day project, use only recycled or natural products to create an artwork. Let your artwork speak to government and world leaders about why they should not ignore climate change.
 - Make signs for school and at home**
Sometimes people just need a reminder to help change their habits. What can you do at school and at home to help the environment and to encourage others to change their habits?
 - Help to green the environment**
Start a vegetable garden or plant trees. Find out about medicinal plants that grow in your community.
 - Help clean up outside spaces or adopt a river**

Earth Day messages

- What small action in the present can make the biggest difference in the future?
 - Identify key messages to guide your generation into the future.

Earth Day challenge

- Recycle** at least one plastic item, one paper item, and one metal item (canned food).
- Be a Power Saver:** Turn off the lights, TV or other plugged-in item when you leave a room.
- Be a Water Saver:** Turn off the water while you are brushing your teeth. Take a shower instead of a bath.
- Reuse:** Use a reusable water bottle instead of plastic bottles. Use cloth bags or reusable bags instead of plastic grocery bags.
- Be a Litter Warrior:** Pick up trash (at least five items every day) around your school and neighbourhood. Do not be a litterbug!

Good job

123 Lesson 9.5: Environmental health issues

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.

TYPES OF GENDER-BASED VIOLENCE

Gender-based violence (GBV) is a big and widespread problem in South Africa. GBV occurs most often when there is unequal power relations between people.

People who commit GBV can be close partners, friends, contacts, family, or strangers. Violence against women and girls is a common form of GBV, but anyone can be subjected to GBV. For example, GBV is often experienced by people who are seen as not conforming to their assigned gender roles, such as lesbian, gay, bisexual, transgender, or intersex people.

There are different forms of GBV:

- Physical:** Any act which causes physical harm as a result of unlawful physical force.
- Sexual:** Any sexual act performed on an individual without their consent.
- Emotional or psychological:** Any act which causes psychological harm. Psychological violence can take the form of, for example, insulting someone, calling them names, or harassment.
- Financial:** Any act or behaviour which causes economic harm to someone. This can take the form of, for example, property damage; restricting access to financial resources, education or the labour market; or not complying with economic responsibilities such as paying child maintenance.

162 Grade 8 Term 4: Constitutional rights and responsibilities



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 8 textbook pages 122 to 123, pages 124 to 125 and page 162 to 163 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 122 to 123 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:* Earth Day.
 - 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 124 to 125.
3. What is the title for this lesson? *Answer:* Environmental health plans

The activities in the lesson – Earth Day, pages 122 to 123.

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.

1. What is the colour of the activity titles? *Answer:* Brown and green.
2. How many activity titles are there in this lesson? *Answer:* Three.
 - Give the names for the three activities. *Answer:* No one is too small to make a difference, Earth Day activities, and Earth Day messages.
3. Look at the first activity title on the left-hand page: No one is too small to make a difference.
 - How many parts are there to this activity? *Answer:* Seven.
4. Now look at the activities on the right-hand page: Earth Day activities and Earth Day messages.
5. How many parts are there to these activities? *Answer:* Earth Day activities has one part and Earth Day messages has one.
6. 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: Environmental health plans, pages 124 to 125.

7. How many activity titles do you see on this page? *Answer:* Three
8. What are the titles of these activities? *Answer:* What needs to change?, Class project and Write the action plan.
9. How many parts are there to each activity? *Answer:* What needs to change has two parts, Class project has one part and Write the action Plan has two parts.

The skills in the lesson – Earth Day, pages 122 to 123.

Look at the picture next to the activity on page 122. 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.

1. Read the text under the icon. What does it say? *Answer:* Test your idea – change your mind (English) and Hlola umbono wakho – shintsha ingqondo yakho / guqula umqondo wakho (Sepedi).
2. What is the first skill for the activity on the right hand page? *Answer:* Create and image or story to show what it is like (English) and Yenza umfanekiso noma indaba ukubonisa indlela okunjengayo (Sepedi).

If learners need more practice, the questions and answers below are based on Environmental health plans, page 124 to 125.

3. How many skills do you see on this page? *Answer:* Three
4. What are the names of these skills? *Answer:* Tell a story based on the evidence (English), Landa indaba ngokulanela ubufakazi (Sepedi), Listen talk and work it out together (English) Lalela, khuluma ebese nixazulula nonke and Find your own way to solve it (English) Thola indelea yakho yokuyixazulula.

Reading boxes, stories, photographs, drawings and diagrams – Earth Day, pages 122 to 123.

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

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

The footers at the bottom of the pages

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

1. What information do they see? *Answer:* Grade 8, Term 3 and Health, social and environmental responsibility – the topic.

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

2. What information do they see? *Answer:* The lesson number 9.5 and the name of the lesson set, Environmental health issues.

Be sure to show the learners:

- The Good job sticker at the bottom of page 123. Stickers like these show that you are at the end of a lesson set.
- An example of an Info Page, pages 162 to 163. Tell the learners that these pages give more information and can help them with the activities.
- Ask the learners to find the journal icon on page 137. 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 this 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.

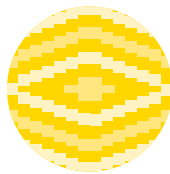


In the **Senior Phase school curriculum**, the subject Life Orientation has different topics. In this book, the topics are organised in the groups shown on this page.

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

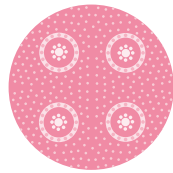


Constitutional rights and responsibilities is about human rights and values. It explores moral lessons, compares the practices of a range of religions and encourages you to become an active member of society, protecting the freedoms of us all.

Health, social and environmental responsibility



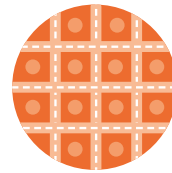
Nutrition explores the effects of the different foods we put in our bodies.



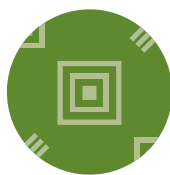
Health and hygiene provides information about communicable diseases, including HIV.



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

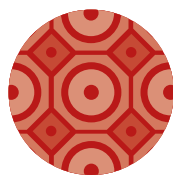


Safety explores different types of safety, and develops the skills of risk assessment, mitigation, choice and consent.



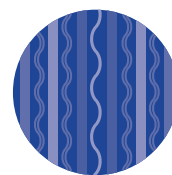
Substance Abuse explores the consequences of what we choose to put in our bodies.

Physical Education

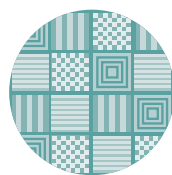


Physical education focuses on improving your health and fitness.

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 8

Topic & Lesson set	
Term 1	
Development of self in society	Self-concept formation and self-motivation
	Sexuality
	Relationships and friendships
	Problem-solving skills in conflict situations
World of Work	Different learning styles
Physical education	Generic stretches; Components of physical fitness
Term 2	
World of Work	Apply own learning styles
	Career categories
Health, social and environmental responsibility	Factors that contribute to substance abuse
Physical education	Target games
Term 3	
World of Work	Decision-making process and performance in school
Health, social and environmental responsibility	Environmental health issues
	Health and safety: HIV and AIDS
Constitutional rights and responsibilities	Nation building
Physical education	Movement techniques
Term 4	
Constitutional rights and responsibilities	Human rights violations and gender equity
	Cultural diversity in South Africa
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 8. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 8.

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 8 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-concept formation and self-motivation	Page 3 Page 6		Page 10	Page 5		Page 2	Page 3 Page 5		Page 13	Page 4 Page 10 Page 13	Page 8				Page 4	
Lesson 2 Sexuality		Page 19 Page 21	Page 16			Page 20 Page 24 Page 26						Page 15 Page 18		Page 18 Page 22		Page 23
Lesson 3 Relationships and friendships	Page 32 Page 37		Page 31	Page 30			Page 35		Page 39	Page 38				Page 28 Page 32		Page 29
Lesson 4 Different learning styles					Page 41	Page 43					Page 40					
TERM 2																
Lesson 5 Apply own learning styles					Page 58	Page 57	Page 59					Page 56				
Lesson 6 Career categories		Page 63 Page 71	Page 64	Page 73 Page 77	Page 65		Page 61				Page 63	Page 74	Page 66	Page 72	Page 75	Page 61 Page 76
Lesson 7 Factors that contribute to substance abuse	Page 86	Page 88		Page 79		Page 85 Page 87	Page 87		Page 84	Page 83 Page 89	Page 78 Page 79		Page 83 Page 88 Page 89 Page 91		Page 81	Page 80 Page 82
TERM 3																
Lesson 8 Decision-making process and performance in school			Page 105			Page 111	Page 104				Page 103	Page 103 Page 107 Page 109 Page 111	Page 110	Page 106		
Lesson 9 Environmental health				Page 117 Page 125	Page 115 Page 122	Page 115 Page 123			Page 118 Page 121	Page 114	Page 124	Page 125	Page 120			Page 117 Page 119 Page 123
Lesson 10 Health and safety: HIV and AIDS	Page 133		Page 129 Page 130	Page 127					Page 131		Page 128		Page 126 Page 132			
Lesson 11 Nation building			Page 139			Page 134						Page 140			Page 137	Page 135
TERM 4																
Lesson 12 Human rights violations and gender equity		Page 158	Page 153	Page 166		Page 165	Page 155		Page 151 Page 154 Page 166	Page 156 Page 159	Page 152 Page 157 Page 160	Page 155			Page 150 Page 158 Page 165	
Lesson 13 Cultural diversity in South Africa				Page 171 Page 173 Page 176		Page 169	Page 168		Page 176				Page 174	Page 169	Page 171	
Number of times skill is covered over the year	6	6	9	12	5	14	9		10	9	11	11	10	7	8	10

Strengthening the curriculum: Multilingualism









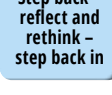












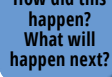
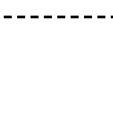
The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 8 Teacher's Guide is to support learners in developing core Life Orientation skills using the language they are most fluent in, thereby reducing cognitive load and aiding long-term memory retention. These bookmarks provide 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.

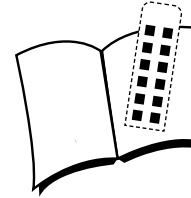



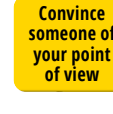



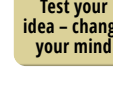



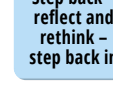











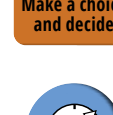



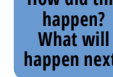
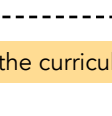
Take a look at these bookmarks over the next few pages.  Turn the page

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

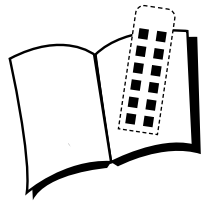














My skills in Afrikaans

	 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 – ucabangisise begodu ucabange butjha – buyele ngaphakathi
	 Work out what is right and wrong for you Funisisa okulungileko kanye nokungakalungi 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, itlole phasi, imadanise
	 Make a choice and decide Khetha begodu thatha isiqunto
	 Listen deeply to someone's feelings and thoughts Lalela ngokunge-neleleko imizwa kanye nemitabango yomunye umuntu
	 How did this happen? What will happen next? Kwenzeka njani lokhu? Kuzokwenzekani ngokulandelayo?












My skills in Sepedi

	 Enjoy a healthy mind and body Iphshine ka mmele le mogopolo wo o phetšego gabotse
	 Ask questions that will help you understand what is going on Botšiša dipotšišo tšeo di tla go thusang gore o kwešiše gore go diragalang Convince someone of your point of view Kgodiša motho yo mongwe ka moo o bonago dilo ka gona
	 Listen, talk and work it out together Theeletša, bolela gomme le šomane le yona mmogo Test your idea – change your mind Lekola kgopolo ya gago – fetola mogopolo wa gago
	 Create an image or a story to show what it is like Bopa seswantšho goba kanegelo go bontšha gore o nagana gore se bjang Step back – reflect and rethink – step back in Tšea kgato ya oragogopola o be o naganeleswa - tšea kgato ya go boela gare
	 Work out what is right and wrong for you Hwetša gore ke eng seo se go loketseng le seo se sa go lokelago Explore and express your emotions Lebelediša o be o tswelētše maikutlo a gago
	 Tell a story based on the evidence Hlaloša tiragalo e theilwego ke bohlatse Find your own way to solve it Humana tsela ya gago ya go e rarolla
	 Search, record, compare Nyakišiša, gatiša, bapetša Make a choice and decide Dira kgetho gomme o tšee Sephetho
	 Listen deeply to someone's feelings and thoughts Theeletša ka go tsitsinkela maikutlo le dikgopolo tša motho yo mongwe How did this happen? What will happen next? Naa se se diregile bjang? Go tlo diregang morago ga fao?



My skills in Sesotho

	 Enjoy a healthy mind and body Natefelwa ke kelello le mmele o phetseng hantle
	 Ask questions that will help you understand what is going on Botsa dipotso tse di tla o thusa hore o utlwisise se etsahalang Convince someone of your point of view Kgodiša motho e mong ka maikutlo a hao
	 Listen, talk and work it out together Mamelang, buang e be le e sebetša mmoho Test your idea – change your mind Leka mohopolo wa hao – fetola monahano wa hao
	 Create an image or a story to show what it is like Bopa setshwantho kapa pale ho bontšha hore se tla ba jwang Step back – reflect and rethink – step back in Ikgule – lekola botjha hape o nahanisise – kgutlela hape
	 Work out what is right and wrong for you Batla se nepahetseng le se fosahetseng bakeng sa h Explore and express your emotions Hlahloba le ho hlahisa maikutlo a hao
	 Tell a story based on the evidence Pheta pale e nang le Bopaki Find your own way to solve it Fumana tsela ya hao ya ho e rarolla
	 Search, record, compare Fuputsa, ngola fatshe, bapisa Make a choice and decide Kgetha mme o etse Qeto
	 Listen deeply to someone's feelings and thoughts Mamela ka ho teba maikutlo le menahano ya motho e mong How did this happen? What will happen next? Na hona ho etsahetse jwang? Na ho tlo etsahala eng ho ya pele?

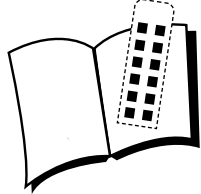





















My skills in Setswana

	 Enjoy a healthy mind and body Itumelele tšhaloganyo le mmele o o itekanetseng
	 Ask questions that will help you understand what is going on Botsa dipotso tse di tlaa go thusang go tšhaloganyo gore go diragala eng Convince someone of your point of view Bolelela mongwe o dire gore a tšhaloganye se o se naganang
	 Listen, talk and work it out together Reetsang, buang mme lo direng mmogo Test your idea – change your mind Leka kgopolo ya gago – fetola mogopolo wa gago
	 Create an image or a story to show what it is like Tlhopha o bo o tsaya Tshwetso Step back – reflect and rethink – step back in Eya kwa morago – akanya o bo o nagane gape – boela mo teng gape
	 Work out what is right and wrong for you Iterele go bona se se go siametseng le se se sa go siamelang Explore and express your emotions Tlhothomisa o bo o tšhagise maikutlo a gago
	 Tell a story based on the evidence Fa kanelo e e theilweng mo Bosuping Find your own way to solve it Batla tsela ya gago ya go e rarabolola
	 Search, record, compare Batla, kwala, bapisa Make a choice and decide Tlhopha o be o tsaya tshwetso
	 Listen deeply to someone's feelings and thoughts Reetsa ka boteng maikutlo le tšhaloganyo ya yo mongwe How did this happen? What will happen next? Se diragetse jang? Go tšile go diragala eng morago?

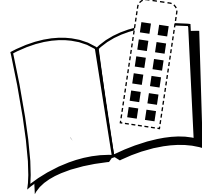





My skills in siSwati

	 Enjoy a healthy mind and body Tfokotela ingcondvo nemtimba lophile kahle
	 Ask questions that will help you understand what is going on Buta imibuto letakusita kuvisisa kutsi kwentekani Convince someone of your point of view Kholisa lomunye umuntfu ngembono wakho
	 Listen, talk and work it out together Lalela, khuluma futsi niyisebente sikanye Test your idea – change your mind Hlola umbono wakho – ntjintja umcondvo wakho
	 Create an image or a story to show what it is like Enta sitfombe nobe indzaba kukhombisa kutsi injani Step back – reflect and rethink – step back in Buyela emuva – cabangisisa uphindze ucabange kabusha – buyela futsi
	 Work out what is right and wrong for you Tfola kutsi ngukuphi lokulungile nalokungalungi kuwe Explore and express your emotions Hlolisisa uphindze ukhombise imivo yakho
	 Tell a story based on the evidence Coca indzaba mayelana neBufakazi Find your own way to solve it Tfola indlela yakho yekuyicat-ulula
	 Search, record, compare Phenya, rekhoda, chatsanisa Make a choice and decide Khetsa futsi utsatse Sincumo
	 Listen deeply to someone's feelings and thoughts Lalelisisa imiva nemicabango yalomunye umuntfu How did this happen? What will happen next? Kwentekani Njani Loku? Yini Lokutawu-landzela?
























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 pfelesa zwine zwa khou itea
	 Listen, talk and work it out together Thetshesani, ambani ni shumane nazwo no he
	 Test your idea – change your mind Lingani muhumbulo wa u – shandukisani tshao ya u
	 Create an image or a story to show what it is like Vhumbani tshifanyiso kana tshi ori u sumbedza uri zwi hani
	 Step back – reflect and rethink – step back in Sendelani murahu – isedzuluseni ni humbule hafhu – ni dovhe ni dzhene
	 Work out what is right and wrong for you Iwaneleni zwo ni lugelaho na zwi songo ni lugelaho
	 Explore and express your emotions Sedzulusani ni ambe zwipfi zwa u
	 Tell a story based on the evidence Ambani mafhungo o itikaho nga vhu anzi
	 Find your own way to solve it Iwaneleni n ila ya u zwi tandulula
	 Search, record, compare o ulusani, rekhodani, vhambedzani
	 Make a choice and decide Nangani ni dzhie Tsheo
	 Listen deeply to someone's feelings and thoughts Thetshesani nga maan a zwipfi na mihumbulo zwa mu we muthu
	 How did this happen? What will happen next? Zwo itea hani? Hu o iteani u bva afho?

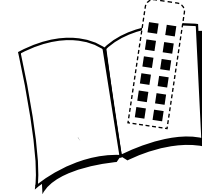

















My skills in isiXhosa

	 Enjoy a healthy mind and body Yonwabela ingqondo nomzimba osempilweni
	 Ask questions that will help you understand what is going on Buza imibuzo eya kukunceda ekuqondeni okuqhubekeyo
	 Listen, talk and work it out together Mamelani, thethani niyisombulule kunye
	 Test your idea – change your mind Vavanya uluvo lwakho – tshintsha ingqondo yakho
	 Create an image or a story to show what it is like Yila umzobo okanye ibali elibonakalisa ukuba injani na
	 Step back – reflect and rethink – step back in Buya umva – cinga ucingisise kwakhona – phinda ubuyele
	 Work out what is right and wrong for you Khangela okukulungelelo noko kungakulungelelanga wena
	 Explore and express your emotions Lubhence uluvakalise uvakalelo lwakho
	 Tell a story based on the evidence Balisa ibali elisekelwe kubungqina
	 Find your own way to solve it Zifunele eyakho indlela yokuyisombulula
	 Search, record, compare Phanda, bhala phantsi iinkcukacha, thelekisa
	 Make a choice and decide Khetha uze uthathe isigqibo
	 Listen deeply to someone's feelings and thoughts Zimamelisise izimvo neengcinga zomnye umntu
	 How did this happen? What will happen next? Yenzeke njani le nto? Yintoni eza kulandela?

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 Yingisela, vulavula na ku tirhana na swona hi ku hlanguyela swin'we
	 Test your idea – change your mind Ringa muanakanyo wa wena – cinga mavonelo/ngqondo ya wena
	 Create an image or a story to show what it is like Vumba xifaniso kumbe xitori ku kombisa leswi xi nga hi xiswona
	 Step back – reflect and rethink – step back in Tthelela endzhaku – anakanya endzhaku na ku thihela u ehleketa nakambe – tthelela endzeni
	 Work out what is right and wrong for you Kuma leswo hi swihi leswi nga lulama na leswo hi swihi leswi nga lulamangu eka wena
	 Explore and express your emotions Xopaxopa no humesa matitwelo ya wena
	 Tell a story based on the evidence Rungula xitori hi ku landza Vumbhoni
	 Find your own way to solve it Kuma ndlela ya wena ya ku thantsha xirhalanganyi lexi
	 Search, record, compare Sesha, rekhoda, pimanisa
	 Make a choice and decide Langa no Tekka Xiboho
	 Listen deeply to someone's feelings and thoughts Yingisela hi vuenti matitwelo ya munhu wun'wana na miehleketo ya yena
	 How did this happen? What will happen next? Xana leswi swi humelerise ku yini? Xana ku ta humelela yini ka ndzhaku?

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 Lalela, khuluma ebese nixazulula nonke ngokuhlalanguyela
	 Test your idea – change your mind Hlola umbono wakho – shintsha ingqondo yakho/gugula umqondo wakho
	 Create an image or a story to show what it is like Yenza umfanekiso noma indaba ukubonisa indlela okunjengayo
	 Step back – reflect and rethink – step back in Buyela emuva – buyekeza okucabangayo nokucabanga kabusha – buyela kukho futhi
	 Work out what is right and wrong for you Thola ukuthi yini okukulungele nokungakulungele
	 Explore and express your emotions Hlola kanzulu ebese uveza imizwa yakho
	 Tell a story based on the evidence Landa indaba ngokulandela Ubufakazi
	 Find your own way to solve it Thola indlela yakho yokuyixazulula
	 Search, record, compare Sesha, rekhoda, qhathanisa
	 Make a choice and decide Khetha ebese uthatha isinqumo
	 Listen deeply to someone's feelings and thoughts Lalela kanzulu imizwa nemicabango yomunye umuntu
	 How did this happen? What will happen next? Ngabe lokhu kwenzeka kanjani? Ngabe yini okuzolandela?

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-linguaging 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

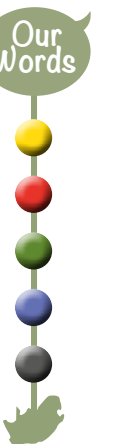
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension 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 8. 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
Development of the self in society Topic 1: Self-concept formation and self-motivation	Written task Demonstrate understanding of external factors that influence your self-concept	Lesson 1.5: Find your passions – pages 10–11 Read the five stories and identify two external factors that influenced each person's future career. Mark allocation <ul style="list-style-type: none"> Ten external factors noted (10) Describe a childhood memory that has inspired an interest or passion in your life. (5) What was inspiring about it? (5) Name someone that inspires you (5) and describe what about them inspires you. (5) 	30 marks
	Written task Demonstrate understanding of a story	Lesson 2.7: Tell your story in your language – pages 26–27 Answer questions about KNeo's story Mark allocation <ul style="list-style-type: none"> Describe the social norms and pressures KNeo had to deal with (10) What helped KNeo to 'free' himself? (10) 	20 marks
	Written task Demonstrate understanding of cyberbullying and online safety	Lesson 3.4: Safety first – pages 34–35 Answer questions about cyberbullying and online safety Mark allocation <ul style="list-style-type: none"> Describe how to keep safe online (3) Describe what is cyberbullying (3) 	6 marks
	Written task Demonstrate understanding of different learning styles	Lesson 4.2: Different learning styles – pages 42–43 Answer questions about cyberbullying and online safety Mark allocation <ul style="list-style-type: none"> Describe each learning style (14) (2 marks per learning style) 	14 marks
Physical Education <i>Generic stretches</i> <i>Components of physical fitness</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.	Circuit training – page 48–49 Obstacle course – pages 50–51 Partner activities – page 52–53 Team activities – pages 54–55 Mark allocation 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
Personal and Social Well-being Topic 1: Development of the self Topic 2: World of Work Topic 3: Health, social and environmental responsibility	Consolidation of activities done during the term. Mid-year Exam (60 minutes) Mid-year Exam to consist of 3 sections, as laid out in CAPS Section 4. Assess knowledge recall, understanding and application of knowledge. Introduce the project for Term 3	Controlled test Based on Lesson sets 1 to 7 to cover work done in Terms 1 and 2	70 marks
Physical Education <i>Target games</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.	Cricket and hockey – pages 94–95 Volleyball and netball – pages 96–97 Rugby and soccer – pages 98–99 Jukskei and Dibeke – pages 100–101 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Introduce the project for Term 3

Working in groups, learners will prepare career exhibits and presentations. Learners can choose their groups of six or you can divide the class into mixed-ability groups. This can be done at the end of Term 2 or the beginning of Term 3. Explain mark allocation to learners for their guidance. All learners in a group will get the same mark. Go through all the components of the project and encourage learners to do some research during the holidays. 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
Personal and Social Well-being Topic 2: World of Work Topic 3: Health, social and environmental responsibility Topic 4: Constitutional rights and responsibilities	Consolidation of work done during the term. Project Collect information/data outside class time and interpret and present findings during class with teacher facilitation: <ul style="list-style-type: none"> A poster or visual display summarising your findings. At least one interactive element (e.g., a small demonstration, a quiz, or a model). Visual aids such as charts, diagrams, or props related to the career. 	Lesson set 8: Term 3 Project – pages 110-113 Topic: Careers of the future Task: Create a career exhibit working in groups. This is an opportunity for you to explore a career that interests you. Through your presentation, you will showcase the career roles, educational qualifications and vocational training required. Steps to prepare for the exhibit: <ol style="list-style-type: none"> Choose your career. Think about what interests you, such as science, arts, technology, or sports. Select a career that you would like to research and share. Research the career. Gather information on: <ol style="list-style-type: none"> Job description: What does someone in this career do daily? Qualifications: What education, degrees, or certifications are required? Skills and Training: What specific skills or vocational training are needed? Pathway: How can someone progress in this career? Interesting Facts: Any unique or fun facts about this career. What needs in society does this career help to address? Tip: Use books, reliable websites, or interviews with professionals in the field. Mark allocation Content (40 marks): <ul style="list-style-type: none"> Introduction (why you chose this career and the role of the career in society) (10) Accurate description of career (10) Detail of educational qualifications or skills required (10) Interactive element (5) Visual aids (5) Effort and Research (20 marks) <ul style="list-style-type: none"> Demonstrated understanding through research and detail (10) Use of different research methods (10) Presentation (10 marks): <ul style="list-style-type: none"> Visuals and creativity (5) Effective group work (5) 	70 marks

Term 3			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Physical Education <i>Physical fitness movement techniques</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.	Basic gymnastics – pages 142-143 Movement sequences – pages 144-145 Skipping games and skills – pages 146-149 Mark allocation 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
Personal and Social Well-being Topic 4: Constitutional rights and responsibilities	Consolidation of activities done during the term. End-of-year Exam End-of-year Exam to consist of 3 sections, as laid out in CAPS Section 4. Assess knowledge recall, understanding and application of knowledge.	End-of-year Exam (60 minutes) Based on Lesson sets 1 to 13 to cover work done in Terms 1, 2, 3 and 4.	70 marks
Physical Education <i>Physical fitness outdoor recreation activities</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.	Basic orienteering – pages 178-179 Line orienteering challenge – pages 180-181 Point-to-point orienteering challenge – pages 182-183 Free running – pages 184-185 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			
Total for the year: 400 marks			

Topic: Careers of the future

Task: Create a career exhibit, working in groups. This is your chance to learn about a career that interests you. In your presentation, show what the career involves and the educational qualifications needed, or training required.

Requirements:

Steps to Prepare for the Exhibit

- **Choose Your Career**

1. Think about what interests you, such as science, arts, technology, or sports.
2. Select a career that you would like to research and share.

- **Research the Career**

3. Gather information on:
 - **Job Description:** What does someone in this career do daily? What need in society does this career address?
 - **Qualifications:** What education, degrees, or certifications are required?
 - **Skills and Training:** What specific skills or vocational training are needed?
 - **Pathway:** How can someone progress in this career?
 - **Interesting Facts:** Any unique or fun facts about this career.

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

- **Plan Your Exhibit**

4. Your exhibit should include:
 - A poster or visual display summarising your findings.
 - At least one interactive element (e.g., a small demonstration, a quiz, or a model).
 - Visual aids such as charts, diagrams, or props related to the career.

- **Create Your Display**

5. Use headings and bullet points to make your poster easy to read.
6. Include pictures, drawings, or printed graphics.
7. Ensure your text is neat and readable.

- **Practise Your Presentation**

1. Be ready to explain your exhibit in 2–3 minutes.
2. Practise answering questions about your career.

- **Bring Everything on Exhibit Day**

1. Your poster/display materials.
2. Any props or tools for your interactive element.
3. A notepad and pen to jot down feedback from visitors.

Assessment Criteria (70 marks) as follows:

Content (40 marks):

- Introduction (why you chose this career and the role of the career in society) (10)
- Accurate description of career (10)
- Detail of educational qualifications or skills required (10)
- Interactive element (5)
- Visual aids (5)

Effort and Research (20 marks)

- Demonstrated understanding through research and detail (10)
- Use of different research methods (10)

Presentation (10 marks):

- Visuals and creativity (5)
- Effective group work (5)

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 8: How well did our group do?

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

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

Self-assessment – Name: _____ (____ / 25)

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

Peer assessment – Peer 1 – Name: _____ (____ / 25)

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

Peer assessment – Peer 2 – Name: _____ (____ / 25)

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

GRADE 8: How well did our group do?

Peer assessment – Peer 3 – Name: _____ (____ / 25)

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

Peer assessment – Peer 4 – Name: _____ (____ / 25)

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

Peer assessment – Peer 5 – Name: _____ (____ / 25)

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

Total mark: ____ /150

Some questions for self-reflection

What did you learn from the experience?

What do you think went well?

What would you have done differently, given the opportunity?

Strengthening the curriculum: Self-assessment

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


The benefits of self-assessment

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

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

Self-Assessment: Skills

Learners should be supported in regularly reflecting on their progress with the 15 core skills developed throughout the year. However, to avoid confusion or cognitive overload—especially while learners are still becoming familiar with the skill set—self-assessment should focus on only two to three skills at a time. These should be the specific skills covered in the most recent lesson set, such as Development of the Self in Society, 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 8: 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 8: 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 8: 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 8: 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 means¹ 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.”² 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.”³ All children should be provided with the same quality of education and cannot be discriminated against on the basis of their home language.

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

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

An Open Society: Based on freedom of conscience, belief, expression⁴, 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.”



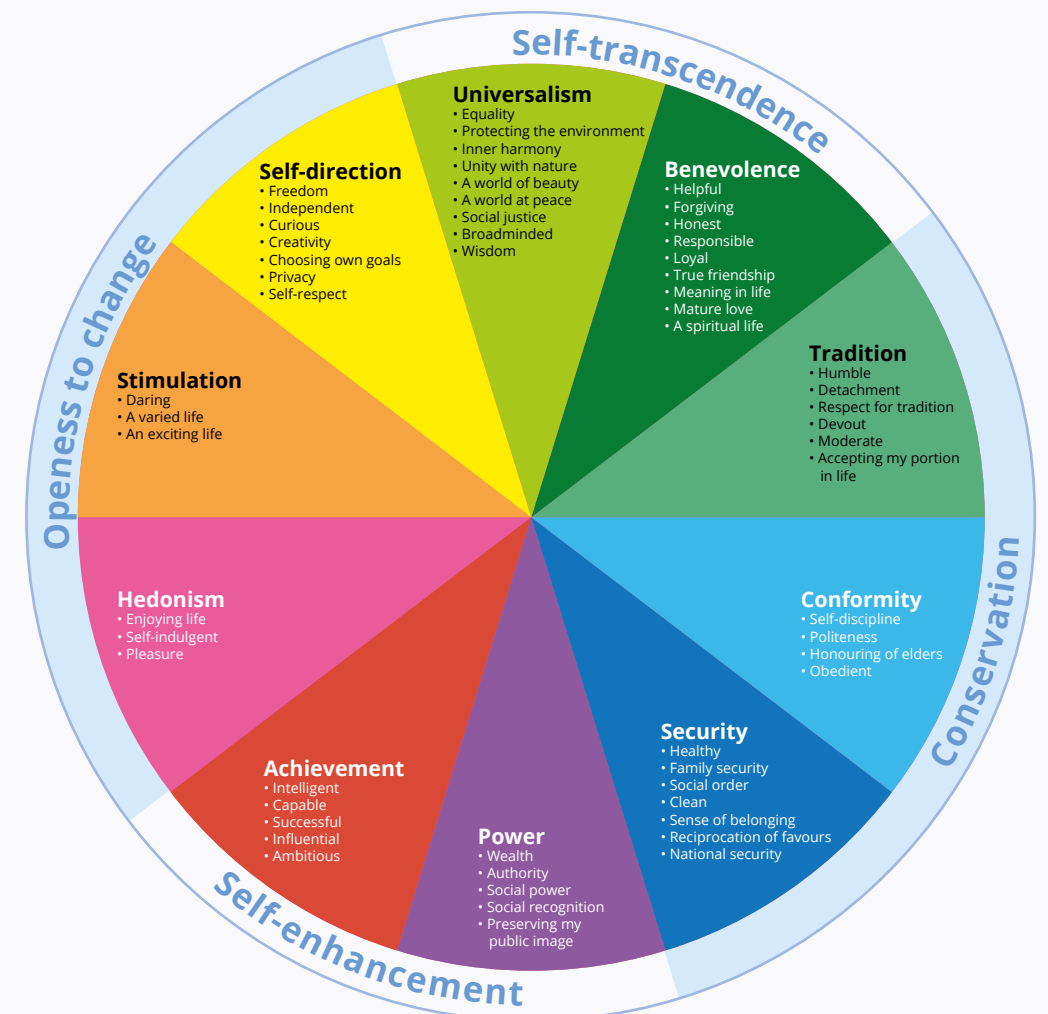
Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by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

Ten groups of basic human values



Universalism

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

Benevolence

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

Tradition

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

Conformity

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

Security

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

Power

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

Achievement

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

Hedonism

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

Stimulation

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

Self-direction

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

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

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

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 8 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 1.1 Looking in the mirror	Who do you see?	Write or draw how you see yourself today. Complete this sentence: Today, I choose to see myself as ... Do this again in a few days and notice any changes.	Page 2
Development of the self in society Lesson 1.4 Question the message	How do I look?	Reflect on how you feel about the way you think you look. Is there anything that you would like to change? What makes you feel you need to change it? Is it something you can accept and embrace because it makes you feel special?	Page 9
Development of the self in society Lesson 2.1: Sexuality is many things	Your well-being and sexuality	Reflect on what makes you feel positive about your relationship with yourself—physically, emotionally, and mentally. What makes you feel good and supported in your relationships with others?	Page 14
Development of the self in society Lesson 2.2 Who and what influences your sexuality?	Trusted people	Write about someone you trust and why. How do they show they care and make you feel safe to share? If you don't have someone like that, write about what qualities you'd want in a trusted person.	Page 17
World of work Lesson 4.2 Different learning styles	Learning new things	Write about how you prefer to learn new things.	Page 43
World of work Lesson 5.2 Apply learning styles	Explore different learning styles	Write or draw about what makes learning easy or difficult for you. Describe one new thing you'd like to learn and how you plan to approach it.	Page 58
World of work Lesson 6.8 Meeting a need	Think global	Write about your dream job for the future. What need will it address?	Page 76
Health, social and environmental responsibility Lesson 7.1 Substance use and abuse	Substance use and abuse	Write down your thoughts and feelings about drug abuse.	Page 78
World of work Lesson 8.3 Choices and decisions	Start with a vision	Write about your vision for your future.	Page 107
Constitutional rights and responsibilities Lesson 11.2 Thuma Mina	Thuma Mina	Write about a time you helped someone. How did it make you feel?	Page 137
Constitutional rights and responsibilities Lesson 12.8 No-one is free until everyone is free	What does it mean to be free?	Write about a freedom that you believe is important to you.	Page 166
Constitutional rights and responsibilities Lesson 13.5 Cultural diversity in South Africa	A human rights culture for all	Write about a time when you learned something new from a culture different from your own. How did it make you feel?	Page 177
Grade 8: it's a wrap!	Reflecting on your year in Grade 8	Write something about the highs and lows of Grade 8.	Page 186

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 8 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Term 1: World of work Lesson set 6	A The Nelson Mandela Children's Hospital	Pages 68–69	Values and citizenship
Term 2: Health, social and environmental responsibility Lesson set 7	B Finding help, care and support	Pages 90–91	Character and attitudes: Healthy habits
Term 2: Health, social and environmental responsibility Lesson set 7	C Healing trauma, addiction and substance abuse	Pages 92–93	Character and attitudes: Healthy habits
Term 4: Constitutional rights and responsibilities Lesson set 12	D Types of gender-based violence. What to do if you have been raped.	Pages 162–163	Values and citizenship



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.

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.


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.

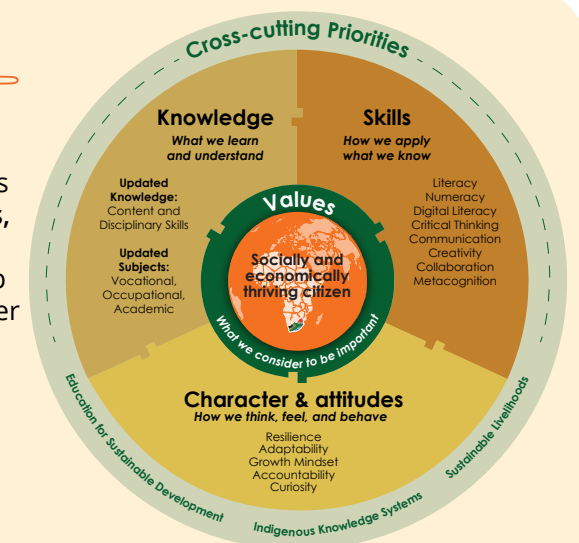
Lesson sets based on the CAPS topic World of Work focus on **career education**, exposing the learners to the many different career options from all the career fields and encouraging the learners to get to know themselves better through an exploration of their own values, interests and strengths. These 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.

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.⁶

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-concept formation and self-motivation




Time: 3 hours

CAPS

- Concepts: Self-concept formation and self-motivation
 - Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion and community
 - Positive self-talk: individuality and uniqueness; and personal achievements
 - Strategies and skills to extend personal potential

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 and key messages	Activities and key skills	Pages 2 - 13
Lesson 1.1 Looking in the mirror 30m	Self-concept refers to the way someone sees themselves. How one copes with any new situation will depend, in part, on one's self-concept. Find out about palindromes (something that makes sense, whether it is read backwards or forwards).	Imagine a character in a story. Make a quick sketch of the character. Describe feelings about being in a new situation. Share with a partner what is understood by 'self-concept'. Key skill: Create an image or a story to show what it is like Create an imaginary online profile by completing sentences. Key skill: Step back – reflect and rethink – step back in Read a poem on dyslexia and write a poem that flips a negative to a positive. Key skill: Enjoy a healthy mind and body	
Lesson 1.2 We are together 30m	Words and actions have consequences. What others say, contributes to one's self-concept. The positive words said to others help to build their self-concept.	Write a thank-you note to a friend who at one time was a positive influence. Key skill: Explore and express your emotions Group activity: Write positive comments about others in the class. Key skill: Listen deeply to someone's feelings and thoughts Act out positive motivation and supportive behaviour. Key skill: Listen, talk and work it out together Reflect in their journal on how they have been a positive influence in friends' lives. Key skill: Step back – reflect and rethink – step back in	
Lesson 1.3 Be your own coach 30m	Positive self-talk can help one to complete difficult tasks. Many athletes use positive self-talk to help keep themselves motivated.	Read about a famous athlete and see how thoughts, emotions and actions or behaviour are linked. Draw two triangles and explore how positive and negative thoughts can affect feelings and actions. Consider how to turn harmful self-talk into positive self-talk. Key skill: Enjoy a healthy mind and body	

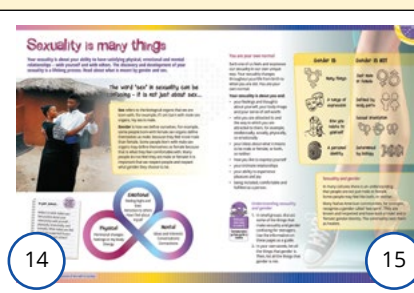
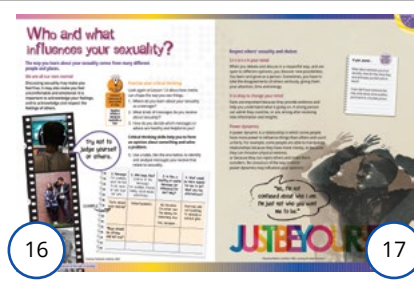

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 2 - 13
Lesson 1.4 Question the message 30m	The media can play a big role in shaping one's self-concept. The way one sees oneself can be influenced by the messages of physical beauty that one sees most in the media.	Read about two people and what they say about self-acceptance. Answer questions. Key skill: Tell a story based on the evidence	
Lesson 1.5 Find your passions 30m	One's self-concept is influenced by many external factors: the environment, culture, community, religion, the media, family, peers and friends.	Read about five people and identify the external influences on each of their lives. Key skill: Convince someone of your point of view Consider influences by reflecting on childhood memories and relating them to where inspiration is found. Key skill: Explore and express your emotions	
<p>Read the five stories and identify two external factors that influenced each person's future career. This activity counts for 30 marks towards the term assessment mark.</p> <p>Mark allocation</p> <ol style="list-style-type: none"> 1. Ten external factors noted (10) 2. Describe a childhood memory that has inspired an interest or passion in your life. (5) 3. What was inspiring about it? (5) 4. Name someone that inspires you (5) and describe what about them inspires you. (5) 			
Lesson 1.6 You are in control 30m	Having clear goals helps one to focus one's energy and time, even if these goals change later on.	Write down a goal for the year. Reproduce a gaming console with own labels. Key skill: Work out what is right and wrong for you Share a goal and discuss mutual support and how to remain motivated. Plan to celebrate achievements. Key skill: Explore and express your emotions	


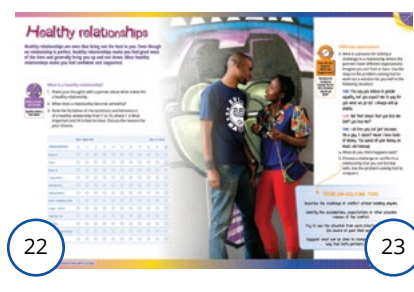


Lesson set 2: Sexuality

Time: 3 hours

CAPS

- Concept: Sexuality
 - Understanding one's sexuality: personal feelings that impact on sexuality
 - Influence of friends and peers on one's sexuality
 - Family and community norms that impact on sexuality
 - Cultural values that impact on sexuality
 - Social pressures including media that impact on sexuality
 - Problem-solving skills: identity formation and development

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 14 - 27
Lesson 2.1 Sexuality is many things 30m	Sexuality is about the ability to have satisfying physical, emotional and mental relationships with oneself and with others. The discovery and development of one's sexuality is a lifelong process. Understand sexuality and gender.	Explore what the word 'sexuality' means. Read about being one's own normal, and about what gender is (and is not). Discuss some of the things that make sexuality and gender confusing for teenagers. Key skill: Find your own way to solve it	
Lesson 2.2 Who and what influences your sexuality? 30m	Messages about sexuality come from many people and places. Some are healthy and helpful messages; others are not. Do not judge oneself or others. Be conscious of the way in which power dynamics may influence opinions.	Identify and analyse messages related to sexuality. Practise critical thinking skills using a table. Read about respecting other people's sexuality and choices. Key skill: Convince someone of your point of view	
Lesson 2.3 Romantic relationships are n̄a 30m	Consider what romance means.	Have a conversation about romance. Compare romance and dating in the modern world and how it was for previous generations. Key skill: Find your own way to solve it Make a list of five risks of online dating and dating apps. Key skill: Make a choice and decide Practise critical thinking skills in the context of dating. Do a role-play. Key skill: Ask questions that will help you understand what is going on	





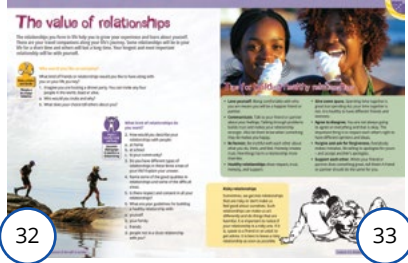
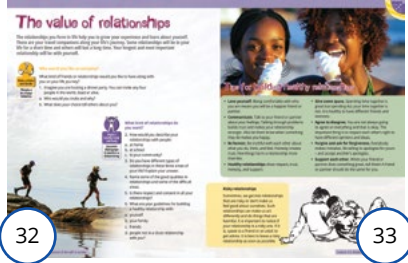
Development of the self	Core knowledge and key messages	Activities and key skills	Pages 14 - 27
Lesson 2.4 Attraction to others 30m	Attraction to others can be sexual desire, as well as emotional or intellectual attraction to someone's ideas and ways of seeing the world. Romantic attractions can be all of these things, and more.	Look at pictures and describe the ways in which people can be attracted to each other. Consider what a romantic relationship means. Key skill: Create an image or story Question assumptions, points of view, and discrimination related to sexuality. Key skill: Ask questions that will help you understand what is going on	
Lesson 2.5 Healthy relationships 15m	Healthy relationships bring out the best in one. Even though no relationship is perfect, healthy relationships make one feel good most of the time. Most healthy relationships make one feel confident and supported.	Share thoughts about what a healthy relationship is. Rank a list of characteristics of healthy relationships. Key skill: Make a choice and decide Problem-solve a situation to do with gender equality. Key skill: How did this happen? What will happen next?	
Lesson 2.6 You are you 15m	Understand the difference between gender identity and gender norms.	Identify personal social pressures and create an image or scenario of a world free of social pressures. Key skill: Create an image or a story to show what it is like	
Lesson 2.7 Tell your story in your language 30m	Sometimes finding the language to be oneself can take time.	Read one person's story and answer questions about the social norms and pressures that it highlights, and what helped him to free himself. Reflect on self-descriptions and the story one tells about oneself. Key skill: Create an image or a story to show what it is like	
This activity counts for 20 marks towards the term assessment mark. Mark allocation <ol style="list-style-type: none"> 1. Describe the social norms and pressures KNeo had to deal with (10) 2. What helped KNeo to 'free' himself? (10) 			







Lesson set 3: Relationships and friendships

Time: 3 hours

CAPS

- Relationships and friendships: relationships at home, school and in the community
 - Appropriate ways to initiate a relationship
 - Appropriate ways to sustain a relationship
 - Problem-solving skills: appropriate behaviour in a relationship
 - Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 28 - 39
Lesson 3.1 Relationships can change 30m	Relationships and friendships can change over time. Teenagers experience many changing relationships. These experiences help clarify what is important to one.	Create a diagram and answer questions about friendships and romantic relationships. Key skill: Make a choice and decide Read the story about the relationship between two people and complete the ending. Reflect on how friendships change, grow and end. Key skill: How did this happen? What will happen next?	 28  29
Lesson 3.2 Respect and consent 30m	Respect, consent and honesty are important in all relationships. Consent is to give permission for something to happen, or agreement to do something.	Act out a radio talk show for teenagers about consent and ways to initiate healthy, safe and satisfying relationships. Key skill: Listen, talk and work it out together Read four scenarios and answer questions about them. Suggest guidelines to follow when starting a romantic relationship. Key skill: Convince someone of your point of view	 30  31
Lesson 3.3 The value of relationships 30m	The relationships formed in life help to grow one's experience. The longest and most important relationship is with oneself.	Imagine hosting a supper party. Choose four guests (dead or alive) to invite as guests. Explain reasons for choosing them. Key skill: Make a choice and decide Describe own relationships at home, school and community. Read tips for building healthy relationships and consider own ways for building healthy relationships. Key skill: Enjoy a healthy mind and body	 32  33





Development of the self	Core knowledge and key messages	Activities and key skills	Pages 28 - 39
Lesson 3.4 Safety first 30m	Online and digital communication tools come with risks. There are tips for online safety, and for awareness of cyberbullying and sexting.	Read about cyberbullying and how to stay safe. Reflect on the risks and how to reduce them. Define own do's and don'ts for online safety. Key skill: Step back – reflect and rethink – step back in	 34  35
This activity counts for 6 marks towards the term assessment mark. Mark allocation 1. Describe how to keep safe online (3) 2. Describe what is cyberbullying (3)			
Lesson 3.5 Dealing with difficult feelings 30m	Emotions (feelings) are a normal part of life. Emotions do not last. They are temporary and always change.	Read about how to handle difficult emotions. What tips can be added to the list? Try two mindful breathing exercises. Key skill: Enjoy a healthy mind and body	 36  37
Lesson 3.6 Breakups and moving on 30m	Sometimes it is worth trying to solve a problem in a relationship and work things out. But other times it may be best to walk away from unhealthy relationships.	Act out a drama that shows an appropriate way to end a relationship. Read tips for how to end a relationship. Key skill: Explore and express your emotions Read two scenarios and discuss the questions. Key skill: Work out what is right and wrong for you	 38  39

Lesson set 4: Different learning styles

Time: 1 hour

CAPS

- Different learning styles: visual, aural, kinaesthetic, reading and writing

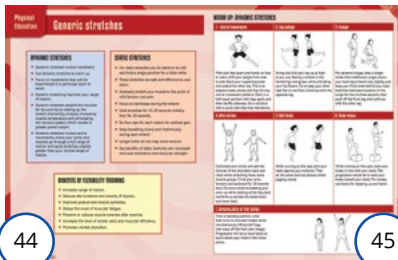
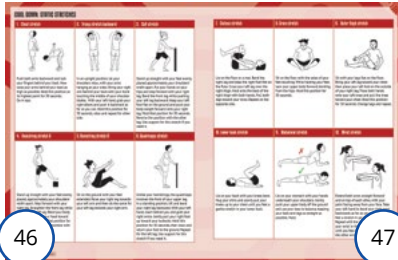


World of Work	Core knowledge and key messages	Activities and key skills	Pages 40 - 43
Lesson 4.1 What is learning? 	Learning is the ability to change behaviour and thinking, on the basis of experience. We use the five senses to get information about our environment.	Read the information on the page and give examples of how learning happens using one's senses. Key skill: Tell a story based on the evidence Play a few games to see how good one's attention span is. Key skill: Test your idea - change your mind	
Lesson 4.2 Different learning styles 	Everyone is capable of learning through different learning styles. The trick is not to find the one that works best, but to use as many different ones as possible.	Read about different learning styles. Do an activity related to road signs and consider the learning styles used. Key skill: Create an image or a story to show what it is like	
This activity counts for 14 marks towards the term assessment mark. Mark allocation 1. Describe each learning style (14) (2 marks per learning style)			
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.			

Components of physical fitness

Time: 10 hours

CAPS

- Participation in physical activities that promote components of fitness
- Participation and movement performance in physical activities that promote components of fitness
- Safety issues relating to fitness activities



Physical education	Core knowledge	Activities	Pages 44 - 55
Dynamic stretches (Warm-ups)	Dynamic stretches involve movement. Use dynamic stretches to warm up at the beginning of the lesson. Choose appropriate stretches for the activity in the lesson.	<ol style="list-style-type: none"> 1. Lateral movements 2. Leg swings 3. Lunges 4. Arm circles 5. Butt kicks 6. Knee raises 7. Jumping jacks or star jumps 	
Static stretches (Cooldown)	For static stretches one sits, stands or lies still. Static stretching is normally done at the end of a lesson as part of a cooldown activity.	<ol style="list-style-type: none"> 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 	
Circuit training	Circuit training to build muscle strength and endurance. Improve cardiovascular fitness, speed and flexibility.	<ol style="list-style-type: none"> 1. Step-ups 2. Clock plank 3. Spider walking 4. Superman hold 5. Backpedalling 6. Sprinting 7. Star jumps 8. Jackknives 9. Long sitting stretch 10. Resistance running 	
When doing circuit training, perform an exercise at one station for 30 seconds, and try to complete as many repetitions as possible. Do the exercises individually at each station, with a partner assisting you where necessary. Take another 30 seconds after each station to rest and move to the next.			
Obstacle course	Obstacle course to build muscle strength and endurance. Improve cardiovascular fitness, speed and flexibility.	<ol style="list-style-type: none"> 1. Overs and unders 2. Clock plank 3. Front crawling 4. Limbo bar 5. Tyre harness sprints 6. Weave running 7. Zigzag jumps 8. Elbow crawling 9. Rolls and cartwheels 10. Double-leg skip jumps 	
For large classes, divide them into smaller groups, and each group completes the course as quickly as possible. Emphasise safety when completing the course. Ensure there is no congestion at any of the obstacles that could result in injury. Safety tip: Always inspect the training area for potholes or hazardous objects, like broken bottles, that can be dangerous to the learners.			

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	Activities	Pages 44 - 55
Partner activities	Develop the five components of health-related physical fitness using partner activities: <ul style="list-style-type: none"> • Body composition • Cardiovascular fitness • Muscular strength • Muscular endurance • Joint flexibility. Partner activities to build muscle strength and endurance. Improve cardiovascular fitness, speed and flexibility.	Work in pairs: <ol style="list-style-type: none"> 1. Knights on horseback 2. Headstands and handstands 3. Wheelbarrows 4. Bridge position 5. Shuttle relay 6. Partner hop 7. Leg press 8. Back-to-back tug-of-war 9. Shoulder stand in pairs 10. Hopping drill 	
Safety tips: <ul style="list-style-type: none"> • When performing partner activities, such as 'Knights on horseback', select partners that match each other in terms of size, i.e. height and weight. • For sparring activities, such as 'Knights on horseback', no excessive force must be used. A safer way to play 'Knights on horseback' is for all the 'horses' to stay on all fours throughout. • When performing the headstand, ensure learners have no neck or head injuries, and that they have good support with performing this activity. • When wheelbarrow pushing, beware knocking of heads. 			
Team activities	Team activities to build muscle strength and endurance. Improve cardiovascular fitness, speed and flexibility.	For all team activities, the first team to finish and sit down, wins. <ol style="list-style-type: none"> 1. Up the clock drill 2. Relay race 3. Leapfrog race 4. Wheelbarrow-push relay 5. Knights on horseback relay 6. One-leg relay hop 7. Tug of war 8. Pyramids 9. Make body-shaped letters 	
Safety tips: <ul style="list-style-type: none"> • When building pyramids, ensure that the stronger or heaviest learner bears the most weight and the lightest learner is placed on top. • Because some of the strength positions in the pyramid are very demanding, the pyramid must not be held for so long that learners become fatigued and the pyramid collapses, as this could cause injury. 			
Suggested activities for formal assessment of movement performance (10 marks)	Circuit training - pages 48-49 or Partner activities - pages 52-53		





Lesson set 5: Apply own learning styles

Time: 1 hour

CAPS

- Identify and apply own learning style

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.




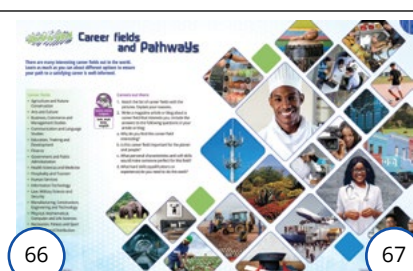
World of Work	Core knowledge and key messages	Activities and key skills	Pages 56 - 59
Lesson 5.1 Explore different learning styles 	People are all able to learn in many different ways. By using more than one of one's senses and combining different learning techniques, one can remember new information better. Mind maps are useful tools to think about, or learn, something.	Revisit the learning styles from Lesson 4. Consider and explore learning choices. Key skill: Find your own way to solve it Learn about mind maps and draw a mind map showing the different learning styles. Key skill: Create an image or a story to show what it is like	
Lesson 5.2 Apply learning styles 	A preferred learning style may vary across subjects. By combining one's favourite styles in independent or social learning, more can be remembered.	Read about the Kingdom of Mapungubwe. Experiment with different learning styles and evaluate the results. Key skill: Test your idea - change your mind Consider which learning styles suit different school subjects. How can the way of learning be improved? Key skill: Step back - reflect and rethink - step back in	





Lesson set 6: Career categories

Time: 4 hours

CAPS

- Six career categories: investigative, enterprising, realistic, artistic, conventional and social
 - Interests and abilities related to each career category
 - Thinking and learning skills required by each career category
 - School subjects related to each career category
- The role of work in relation to South Africa's social and economic needs
 - Identify needs in the community and country
 - How work can meet social and economic needs in South Africa

World of Work	Core knowledge and key messages	Activities and key skills	Pages 60 - 77
Lesson 6.1 Find your interests 30m	Some careers suit particular personality traits, skills and abilities. Knowing one's interests, abilities and the subjects one enjoys at school can help guide a future career journey. People are often a combination of these personality types: realistic, investigative, artistic, social, enterprising and methodical.	Read through the different personality types. Identify two or three categories or themes that best describe you, and match them to fields of study or school subjects. Key skill: Step back – reflect and rethink – step back in Consider and discuss the benefits of lifelong learning. Key skill: How did this happen? What will happen next?	 60 61
Lesson 6.2 What's your passion? 30m	This lesson looks at how one young person's passion to help others resulted in a remarkably useful invention that opened up lots of career possibilities.	Read the story of the person's invention. Use the story to discuss questions about his career and related issues. Key skill: Tell a story based on the evidence Research and investigate different career fields. Consider the questions to ask. Key skill: Ask questions that will help you understand what is going on	 62 63
Lesson 6.3 Hard and soft skills 30m	Today's workplaces requires 'hard skills' linked to qualifications and 'soft skills' that are more about who one is as a person.	Read an article about Google Inc. and make an argument in support of recognising soft skills in school. Look again at skills icons page in the front of this book. Consider which of these soft skills to improve on. Key skill: Convince someone of your point of view Consider how the Ubuntu relates to soft skills. Make a list of soft skills that allow one to work well together with other people, and choose one or two to practise in the week ahead. Key skill: Test your idea - change your mind	 64 65
Lesson 6.4 Career fields and pathways 30m	There are so many interesting career fields out in the world. Learning as much as possible about different options ensures that one's path to a satisfying career is well informed.	Match a list of career fields with the pictures shown. Key skill: Search, record, compare	 66 67




World of Work	Core knowledge and key messages	Activities and key skills	Pages 60 - 77
Info Page A	The Nelson Mandela Children's Hospital (NMCH). This Info page looks at the hospital as an example of where many career fields and personality types all work together towards a common goal.		 68 69
Lesson 6.5 Creative solutions 30m	Many successful careers start with someone finding a creative solution to a problem.	See how some career fields provide specific solutions for the hospital. Consider what some of the possible challenges are. Read an interview with one of the people providing a creative solution. Key skill: Ask questions that will help you understand what is going on	 70 71
Lesson 6.6 The role of work and volunteering 30m	Meaningful work is good for one's health and wellbeing. You can learn more about a career, or gain work experience, by volunteering.	Consider the role of the volunteers at the NMCH. Consider motivations to volunteer. Key skill: Make a choice and decide Imagine volunteering once a week as a DJ at Radio Lollipop. Plan an hour-long programme. Discuss how Radio Lollipop is using communication skills to help children in the hospital. Key skill: Listen, talk and work it out together	 72 73
Lesson 6.7 The environment and the future of work 30m	People benefit from working together to achieve the same goal. The future of the world of work depends on the natural environment.	What are the impacts of climate change on the future of the world of work? How can climate change be addressed? What are alternatives to extractive industries? Key skill: Find your own way to solve it Discuss the social and economic needs of South Africa. Read about useful skills to have. Key skill: Listen deeply to someone's feelings and thoughts	 74 75
Lesson 6.8 Meeting a need 30m	Many work opportunities begin with initiatives for meeting the needs of local communities or solving a particular problem. People across the world have shown that the power to make a difference lies in everyone.	Discuss some of the big problems faced by people around the world today. What are some of the causes, and what is needed next? Key skill: How did this happen? What will happen next? Identify and discuss one urgent problem in the school or community. Act out a media conference. Key skill: Listen, talk and work it out together	 76 77

Lesson set 7: Factors that contribute to substance abuse

Time: 3 hours

CAPS

- Social factors that contribute to substance abuse including community and media
 - Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills
 - Long and short term consequences of substance abuse: link to crime, violence and educational outcomes
 - Rehabilitation options: where to find help, care and support

Health, social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 78 - 93
Lesson 7.1 Substance use and abuse 30m	The word 'substance' refers to anything that one puts into one's body. Substance abuse is when someone uses substances in a way that is harmful.	What are some of the substances used and abused in the community? Name some of the reasons people use and abuse substances. Key skill: Tell a story based on the evidence Discuss limits and rules about substance abuse. Key skill: Listen, talk and work it out together Discuss the influences on people's attitudes towards substances. Complete the sentences. Key skill: Tell a story based on the evidence	 78 79
Lesson 7.2 Evaluate the risk 30m	Are some people more at risk of abusing substances than others? When someone feels lonely or disconnected from others, the risk of abusing substances can be higher.	Read and then discuss three stories about substance abuse. Key skill: How did this happen? What will happen next? Choose one of the stories and role-play a conversation with a concerned friend. Consider whether one is a positive influence on one's friends. Key skill: Listen deeply to someone's feelings and thoughts	 80 81
Lesson 7.3 Consequences 30m	Abusing mind-altering substances can affect one's health and have serious negative consequences, for other people as well. Teenagers are susceptible to substance abuse, due to the way their brains are still developing.	Consider some of the consequences of substance abuse. Key skill: How did this happen? What will happen next? Make a table of substances used in one's community. Draw a picture and share a story about someone's substance abuse that had a deep effect on one. Key skill: Explore and express your emotions Research how to protect oneself from substance abuse. Decide on a message to share. Key skill: Search, record, compare	 82 83

Health, social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 78 - 93
Lesson 7.4 What is the message? 30m	Many industries make money out of substance abuse.	Analyse tobacco and alcohol advertisements. Key skill: Work out what is right and wrong for you Create a piece of media that looks like an advertisement but shows the harmful effects of drinking or using another substance. Key skill: Create an image or a story to show what it is like	 84  85
Lesson 7.5 Resist the pressure 30m	Teenagers are faced with many decisions. When it comes to making decisions about using substances, they need to remember that this can have serious consequences.	Match statements to techniques for resisting pressure. Key skill: Enjoy a healthy mind and body Make a song or create a drama about how to say 'no'. Key skill: Create an image or a story to show what it is like Practise mindful breathing. Key skill: Step back - reflect and rethink - step back in	 86  87
Lesson 7.6 Stay connected 30m	Everyone feels stressed at some time. Some people turn to drugs to deal with difficult feelings, but this is only a short-term solution.	Read a story and answer questions. Key skill: Ask questions that will help you understand what is going on Read statements from other learners, about how they deal with stress, and then answer the questions. Key skill: Explore and express your emotions Make a visual reminder of own support people. Discuss what "The opposite of addiction is connection" means. Key skill: Search, record, compare	 88  89
Info Page B	Finding help, care and support		 90  91
Info Page C	Healing trauma, addiction and substance abuse		 92  93

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.

Target games

Time: 12 hours

CAPS



- Participation in target games
- Safety issues relating to target games
- Participation and movement performance in target games

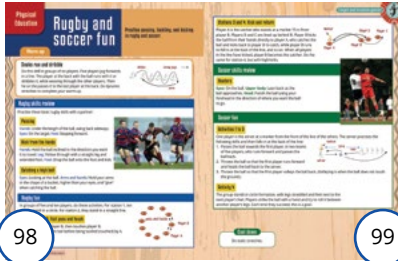
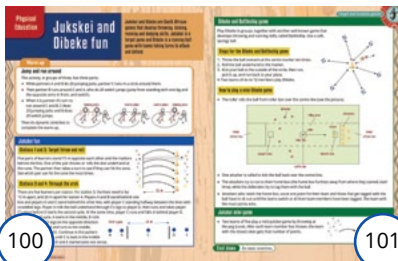
Formal assessment task Term 2:

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	Activities	Pages 94 - 101
Cricket and hockey fun	Practise cricket skills for fast bowling, the cover drive, long barrier and short barrier fielding. Then move on to dribbling and shooting in hockey.	Review basic cricket skills. Cricket activities in groups: <ul style="list-style-type: none"> • Bowling and wicketkeeping • Batting and fielding. Review basic hockey skills. Hockey activities in teams of four: <ul style="list-style-type: none"> • Long ball • Dribble and pass relay. Play a game of cricket or hockey rounders.	
Safety tip for hockey: Provide sufficient space when learners do the shooting skill (especially for the backswing).			
Volleyball and netball fun	Practise basic volleyball and netball skills. Explore the different ways of passing in volleyball and netball.	<ul style="list-style-type: none"> • Review basic volleyball skills like serving, setting, passing and hitting. Play pepper volleyball. • Review basic netball skills of catching, passing, defending and getting open. • Play a game of mini-netball. 	

Physical education	Core knowledge	Activities	Pages 94 - 101
Rugby and soccer fun	Practise skills for passing, tackling and kicking in rugby and soccer.	<ul style="list-style-type: none"> • Review basic rugby skills like passing, tackling and kicking, throwing and interception skills. • Practise the soccer skills of passing, air kick and header. • Play touch rugby or five-a-side soccer. 	
Jukskei and Dibeke fun	Jukskei and Dibeke are indigenous South African games that develop throwing, kicking, running and dodging skills. Jukskei is a target game and Dibeke is a running ball game with teams taking turns to attack and defend.	<ul style="list-style-type: none"> • Practise jukskei skills: target throw and roll; through the arch. • Play mini-Dibeke and battleship games. • Play Jukskei mini-game. 	
Suggested activities for formal assessment of movement performance (10 marks):	Cricket and hockey – pages 94-95 or Volleyball and netball – pages 96-97		




Lesson set 8: Decision-making process and performance in school




Time: 3 hours

CAPS

- Relationship between performance in school subjects and interests and abilities:
 - Types of learning activities related to different subjects: practical, theoretical, individual or group activities
 - Demands of each subject: thinking and learning skills required
- Decision-making process:
 - Steps in choosing a career category relating to individual strength, ability, interest and passion

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.

World of Work	Core knowledge and key messages	Activities and key skills	Pages 102 - 113
Lesson 8.1 The future is here 30m	Change is constant. Some of the careers that exist today will no longer exist 5 years from now, just as some careers from the past are outdated today. Find out about the Fourth Industrial Revolution.	What is understood by the Fourth Industrial Revolution? What careers are completely new and has never existed before. What careers are completely new and have never existed before? Read about good skills to learn for the future. Key skill: Tell a story based on the evidence Read about the four pillars of learning. Name some of the things that school subjects have helped one to know, to do, to live together and to be. Key skill: Find your own way to solve it	 102 103
Lesson 8.2 Are you ready for change? 30m	The choice of a future career field is influenced by many things: strengths, abilities, interests and passions. It is also determined by the knowledge and skills developed, the goals set throughout life and the decisions made about further studies.	Make a list of your interests and favourite activities, and answer questions. Key skill: Step back – reflect and rethink – step back in Imagine a school for the future. What are some of the changes? Come up with ideas. How should the school be made more attractive for learners of the future? Explain reasoning. Key skill: Convince someone of your point of view	 104 105
Lesson 8.3 Choices and decisions 30m	Think carefully about goals and evaluate choices so that a variety of career fields remain open to one. Have a vision of the future for oneself. This vision may change many times, but it can help guide one to make better decisions.	In groups, discuss potential career fields. Key skill: Make a choice and decide In groups, go through a decision-making process and come up with ideas for advice to a classmate who is failing maths. Key skill: Find your own way to solve it	 106 107







World of Work	Core knowledge and key messages	Activities and key skills	Pages 102 - 113
Lesson 8.4 Make your future work better 30m	There are many new opportunities in the world of work. Find out about the educational requirements and subject choices of the career fields of interest.	Read about imaginary future jobs and answer questions. Key skill: Find your own way to solve it	 108 109
Lesson 8.5 Careers of the future Part 1 30m	Prepare for a career exhibition.	Work in groups to brainstorm future-focused career options. Key skill: Search, record, compare Plan the exhibition in groups. Decide who can help and who to invite. Key skill: Find your own way to solve it Design an invitation and create an interesting poster. Key skill: Create an image or a story to show what it is like	 110 111
Lesson 8.6 Careers of the future Part 2 30m	Create displays for a career exhibition.	Create displays and organise an exhibition.	 112 113
<p>Term 3 Project: Create a career exhibit or presentation.</p> <p>Mark allocation</p> <p>Content (40 marks):</p> <ol style="list-style-type: none"> Introduction (why you chose this career and the role of the career in society) (10) Accurate description of career (10) Detail of educational qualifications or skills required (10) Interactive element (5) Visual aids (5) Effort and Research (20 marks) Demonstrated understanding through research and detail (10) Use of different research methods (10) Presentation (10 marks) Visuals and creativity (5) 			







Lesson set 9: Environmental health issues

Time: 3 hours

CAPS

- Environmental health issues:
 - Application of laws and policies to protect the environmental health: address an environmental issue
 - Earth Day: preservation of the environment
 - Honouring Earth Day: ways of being kinder to Earth
 - Develop and implement an environmental health programme

Health, social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 114 - 125
Lesson 9.1 Planet Earth 	The idea of Earth as home.	Discuss the meaning of Earth as home and the "pale blue dot". How are humans treating the earth? Where and how are humans causing the most damage? Key skill: Explore and express your emotions Imagine spending time on the International Space Station and consider the focus of the work. Key skill: Test your idea - change your mind Design or come up with a concept for a flag for Earth. Key skill: Create an image or a story to show what it is like	 114 115
Lesson 9.2 Climate alert! 	"Global warming" refers to the long-term rise in global temperatures due mainly to the increase in greenhouse gases. "Climate change" refers to changes in, for instance, weather patterns.	What will the world in the next five to ten years look like in terms of climate changes? Explain global warming and some of the risks associated with it. Key skill: How did this happen? What will happen next? Read about Greta Thunberg and discuss why it is important for young people to talk about global warming and climate change. Key skill: Listen, talk and work it out together	 116 117
Lesson 9.3 The Earth Charter 	The Earth Charter is a set of principles for living together on Earth. It was developed by people from around the world, across a wide range of cultures and countries.	Read about the Earth Charter. Discuss the values and principles of the Earth Charter. Key skill: Work out what is right and wrong for you Imagine a situation where a dam is built on a river. Discuss ways to ensure fair access to natural resources for all. Key skill: How did this happen? What will happen next?	 118 119





Health, social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 114 - 125
Lesson 9.4 Save the forests 	Forests are an essential part of life on Earth and help reduce global warming by storing and reducing carbon dioxide in the atmosphere.	Discuss in groups why trees are important and do some research on rain forests. Key skill: Search, record, compare Read the stories of three climate activists, and write a letter or social media post as a climate activist. Key skill: Work out what is right and wrong for you	 120 121
Lesson 9.5 Earth Day 	Every year people celebrate Earth Day (22 April). Earth Day brings people together from across the world in a huge effort to show care for the environment and to act to protect it.	Think about the things used daily activities. Consider the impact on the environment when these items are manufactured. Key skill: Test your idea - change your mind Plan Earth Day activities. Key skill: Create an image or a story to show what it is like Identify key messages to guide the current generation of learners into the future. Key skill: How did this happen? What will happen next?	 122 123
Lesson 9.6 Environmental health plans 	Everyone can make a difference. An environmental health plan is a plan of action to respond to a particular environmental health issue. The Earth's future health depends on this.	Choose an environmental problem at the school and discuss what needs to change. Key skill: Tell a story based on the evidence Discuss a class project to address litter and waste at the school. Decide on research and what can be done. Key skill: Listen, talk and work it out together Write an action plan for the class project, and create a flyer or write an article about it. Key skill: Find your own way to solve it	 124 125


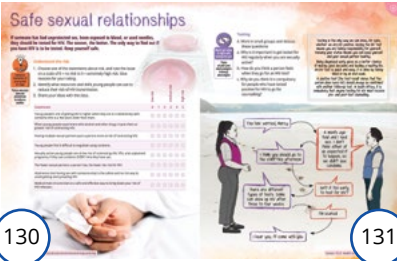


Lesson set 10: Health and safety: HIV and AIDS

Time: 2 hours

CAPS

- Informed, responsible decision-making about health and safety: HIV and AIDS
 - Management with medication, diet, healthy living and positive attitude
 - Prevention and safety issues relating to HIV and AIDS
 - Caring for people living with HIV and AIDS

Health, social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 126 - 133
Lesson 10.1 Know the facts 	HIV prevention: know the risks and how to reduce them.	Work with a partner and discuss answers to questions about the transmission and effects of HIV. Key skill: Search, record, compare In a group or in pairs, discuss different ways to negotiate condom use. Match statements with responses. Key skill: Listen, talk and work it out together	 126 127
Lesson 10.2 Who is most at risk? 	Adolescent girls and young women are more vulnerable to HIV than boys and men.	Read about some of the reasons for HIV risk, especially concerning women and girls, plus the resources and skills that are needed to reduce the risk. Write down all the ways in which society gives women less power than males. Add to the lists of: reasons for the risks; resources; skills. Key skill: Tell a story based on the evidence Read about some of the reasons why HIV is still spreading in South Africa. Add ideas. Key skill: Convince someone of your point of view	 128 129


Health, social and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 126 - 133
Lesson 10.3 Safe sexual relationships 	If someone has had unprotected sex, has been exposed to blood or shared needles, it is important for them to get tested for HIV. The sooner the better. The only way to know if one is living with HIV is to have a test. Keep safe.	Choose a statement about HIV risk, and rate its level of risk. Identify skills and resources to reduce risk. Key skill: Convince someone of your point of view Read a conversation and consider the law that says children over the age of 12 do not have to tell their parents if they go for a test. Key skill: Work out what is right and wrong for you	 130 131
Lesson 10.4 Treatment and support 	People who are living with HIV need support and care. With the right treatment, people living with HIV can live a long and healthy life.	Read about HIV treatment and say whether statements are true or false. Key skill: Search, record, compare Read about receiving and giving support, and create a wellness flower. Key skill: Enjoy a healthy mind and body	 132 133



Lesson set 11: Nation building

Time: 2 hours

CAPS

- Nation building: definition
- Different ways to promote nation building in different contexts: community, school and home
- Contributions of women and men towards nation building: individuals and groups

Constitutional rights & responsibilities	Core knowledge and key messages	Activities and key skills	Pages 134 - 141
Lesson 11.1 Building South Africa together 30m	Nation building is about developing a sense of belonging in a country's people. It is about uniting behind its symbols and flag. It is also about building a country so that everyone can live productive, healthy and free lives.	Plan a promotional video about South Africa. Consider a number of questions. Key skill: Create an image or a story to show what it is like Read about the National Development Plan (NDP) and write a story about South Africa in 2030. Key skill: How did this happen? What will happen next?	 134 135
Lesson 11.2 Thuma Mina 30m	Everyone has a role to play in building our country and creating a positive future for all. While government has the responsibility to use the money from taxes to build South Africa, this can only be done if all South Africans are involved in building a country that everyone can all call home. Working together, almost anything is possible.	Read the lyrics to the song "Thuma Mina". Discuss what the song is about and how it makes one feel. Consider who needs help; turn this into actions and perform it.. Key skill: Listen deeply to someone's feelings and thoughts	 136 137

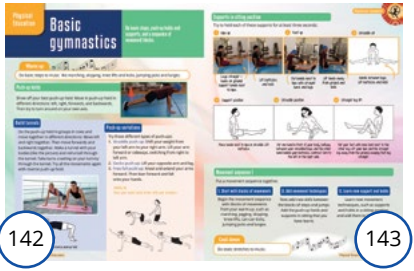
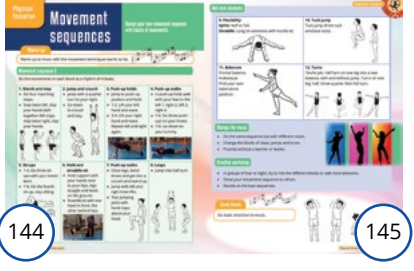
Constitutional rights & responsibilities	Core knowledge and key messages	Activities and key skills	Pages 134 - 141
Lesson 11.3 Growing a giant flag 30m	The Giant Flag project, in the Camdeboo region of the Eastern Cape, is an example of bringing the local municipality, community and individuals together. The project to create this big 'flag' is inclusive of everyone and does something for the greater good of the community and the country.	Read about the Giant Flag project and discuss why this is a good nation-building project. Key skill: Convince someone of your point of view	 138 139
Lesson 11.4 Make a difference 30m	Projects in the school, community or even at home can all help to build a great country, if they bring together people across race, religion, gender or class to achieve a common goal.	Read about local projects and about how to start a project. Decide on a class project and plan the steps to make it happen. Key skill: Find your own way to solve it	 140 141
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

- Participation in a programme that improves movement techniques
- Safety issues relating to movement activities
- Participation and movement performance in a programme that improves movement techniques

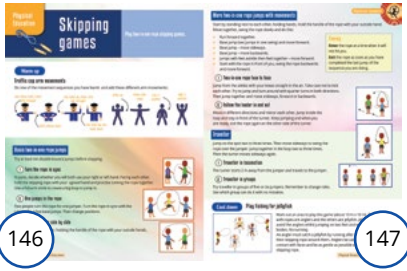
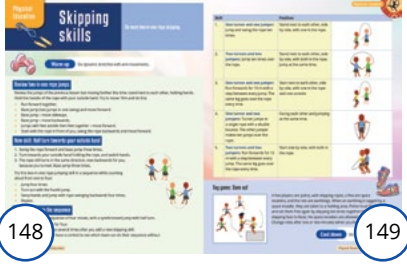
Physical education	Core knowledge	Activities	Pages 142 - 149
Basic gymnastics	Participation in rhythmic movements with focus on rhythm and push-ups.	Do push-up holds and variations. Do supports in a sitting position. Do a movement sequence.	 142 143
Movement sequences	<ul style="list-style-type: none"> • Movement performance in rhythmic movement 	Design and perform your own movement sequence with blocks of movements like basic steps, push-up holds and walks, sit-ups, jumps and turns.	 144 145
Keep up heart rate from 140-180 / minutes with aerobic 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	Activities	Pages 142 - 149
Skipping games	Basic rope skipping games and steps. Examples: basic jumps, runs, sequences individually and with a partner with a skipping rope.	Basic two-in-one rope jumps. Play a rope skipping game.	 146 147
Skipping skills	More two-in-one rope skipping. Learn new rope skipping skills.	Review two-in-one rope jumps. Learn to do the half-turn towards the outside hand. Add new skills to a sequence. Try out different rope skipping positions. Play a rope skipping game.	 148 149
Suggested activities for formal assessment of movement performance (10 marks)	Movement sequences – pages 144-145		



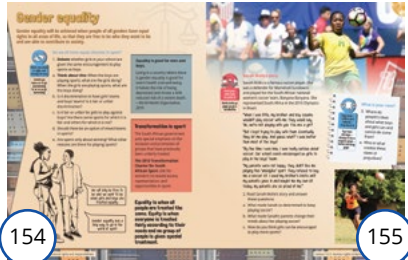

Lesson set 12: Human rights violations and gender equity






Time: 4 hours

CAPS

- Concept: Human rights violations
 - Types of violations
 - Counter-strategies to violations of human rights
- Concept: Gender equity
 - Gender equity issues in a variety of athletic and sport activities
 - Defining gender-based violence
 - Emotional, health and social impact of rape and gender-based violence
 - Prevention of violence against women: law on sexual offences
 - Sources of help for victims: safety for girls and women

Assessment for Term 4 consists of a End-of-Year Exam for 70 marks and a Physical Education Task for 30 marks.

Constitutional rights and responsibilities	Core knowledge and key messages	Activities and key skills	Pages 150 - 167
Lesson 12.1 Are we all equal? 30m	The Constitution protects the democratic values of dignity, equality and freedom of all South Africans. Unfair discrimination (when someone is excluded, restricted or treated differently or unfairly) does happen. It is a human rights violation.	Share, with a classmate, a scenario where someone's rights were violated. Which rights were violated? Discuss whether there are groups in the school, community or country that are being unfairly treated. Key skill: Listen deeply to someone's feelings and thoughts Look at four scenarios and discuss the unfair treatment or discrimination shown in each of them. Role-play one of them. Key skill: Work out what is right and wrong for you	 150
Lesson 12.2 An equal playing field 30m	Men's and women's sports are treated differently. As a result, people do not take women's sports as seriously as men's sports or know enough about them. Understand the difference between equality and equity.	Consider some of the differences between women's and men's sport. Discuss the possible impact on women and girls. Key skill: Tell a story based on the evidence Advise the Minister of Sport on how to address the problems that sportswomen face. Suggest ways in which gender equity in sport can be promoted. Key skill: Convince someone of your point of view	 152
Lesson 12.3 Gender equality 30m	Gender equality will be achieved when people of all genders have equal rights in all areas of life. Living in a country with gender equality benefits men's health.	Debate whether girls and boys are given the same encouragement to play sport. Key skill: work out what is right or wrong for you Read about the woman soccer player, and answer some questions. Key skill: Find your own way to solve it Think about where people's assumptions of gender roles come from. Key skill: Step back – reflect and rethink – step back in	 154
Lesson 12.4 What is gender-based violence? 30m	When someone hurts another person because of their gender, it is called gender-based violence (GBV). GBV usually happens in patriarchal societies, and is mostly directed towards women and people who do not conform to the gender roles that others expect.	Add to statements, and discuss thoughts, about gender-based violence. Key skill: Explore and express your emotions Read two scenarios and then discuss the questions, about guidelines and advice, that follow. Key skill: Tell a story based on the evidence	 156




Constitutional rights and responsibilities	Core knowledge and key messages	Activities and key skills	Pages 150 - 167
Lesson 12.5 We all want to feel safe 30m	Gender-based violence is a widespread problem. Physical, emotional, sexual and economic abuse can affect one for a very long time.	Tell a story about a case of GBV. What was the effect on people's lives? Key skill: Listen deeply to someone's feelings and thoughts Read a story about GBV and answer questions. Consider questions that the person in the story could be asked, to help her consider her options. Key skill: Ask questions that will help you understand what is going on Read a poem and answer questions. Key skill: Explore and express your emotions	 158
Lesson 12.6 Know your rights 30m	In South Africa, there are laws that provide protection against gender-based violence or harm, and organisations that can help.	Read about what the law says and different types of abuse. Answer a letter asking for advice, using some questions as guidelines to plan the response. Key skill: Tell a story based on the evidence	 160
Info Page D	Types of gender-based violence. What to do if you have been raped. Your rights, if you have been raped.		 162
Lesson 12.7 Take action to stop gender-based violence 30m	Individuals and organisations are taking action against gender-based violence. Every person can play a part and get involved in making the world a safer place for everyone.	Read the story "Running to reclaim dignity". Read about change agents. How did Ntombisintu deal with her emotions, and what makes her a change agent for GBV? Key skill: Listen deeply to someone's feelings and thoughts Write about being a change agent. Create a graffiti wall against GBV. Key skill: Create an image or a story to show what it is like	 164
Lesson 12.8 No-one is free until everyone is free 30m	Everyone needs to stand against inequality and discrimination wherever they happen.	Read two quotes and then discuss in groups. Also discuss whether everyone in the group was equally free to participate. Key skill: Listen, talk and work it out together Read a cartoon about various forms of discrimination and then answer the questions. Key skill: Work out what is right and wrong for you	 166



Lesson set 13: Cultural diversity in South Africa

Time: 3 hours

CAPS

- Concept: cultural diversity in South Africa
 - Diverse cultural norms and values in relation to personal and community issues
 - Influence of cultural norms and values on individual behavior, attitude and choices: cultural expectations, practices and traditions
 - Understanding diverse cultures: recognition of diverse cultures to enrich South African society
 - Respect difference: culture, religion and gender
 - Celebrate unity in diversity: respect difference and celebrate similarity
- Contributions to social development by organisations from various religions.

Constitutional rights and responsibilities	Core knowledge and key messages	Activities and key skills	Pages 168 - 177
Lesson 13.1 What is culture? 30m	Culture is about belonging to a group that shares a way of life. Some parts of a culture are easy to see, in what people wear, the languages spoken, what food people eat or the holidays celebrated. The values, rules and expectations that guide behaviour and choices in a particular community are harder to see.	Read a statement by a learner. Identify some of the cultures that he belongs to. Key skill: Step back – reflect and rethink – step back in Describe some cultures. Guess each other's cultures. Key skill: Create an image or a story to show what it is like Read about being multicultural. Discuss some of the challenges of belonging to different cultures. Key skill: Make a choice and decide	 168 169
Lesson 13.2 Cultural values 30m	Learning about others' cultures is a way to discover new things and begin to see how much people have in common.	Read information and a cartoon about cultural norms. Answer questions about the cartoon's story and how to manage different cultural norms. Key skill: Listen, talk and work it out together Discuss cases where cultural norms were broken, what was learnt, and how different cultures can come together to create new ways of doing things. Key skill: Listen deeply to someone's feelings and thoughts	 170 171
Lesson 13.3 Respecting differences 30m	At times one's changing cultural norms and values can lead to conflict with one's family and friends. Talking, listening and communicating are ways to try to understand this conflict – even if one still ends up disagreeing.	Read the story of the band. Role play a TV talk show to see if people, who now have different norms and values from each other, can come to an understanding. Key skill: Listen, talk and work it out together	 172 173

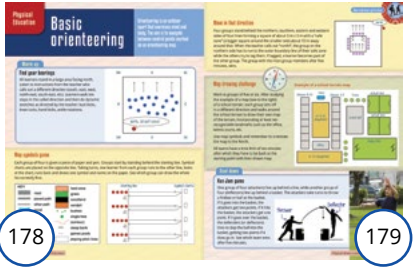
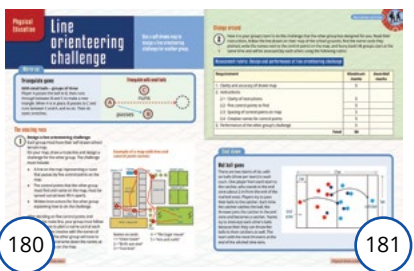
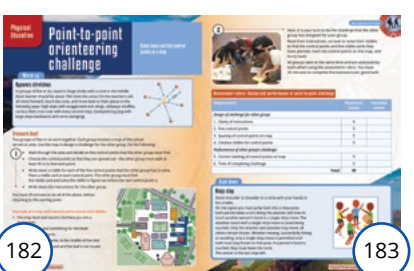
Constitutional rights and responsibilities	Core knowledge and key messages	Activities and key skills	Pages 168 - 177
Lesson 13.4 Resolving conflict 30m	Sometimes conflict is a necessary part of the process of working out what is going on or the best way of doing something. There are always ways to avoid the escalation of conflict into violence.	Read two letters requesting advice about conflict and discrimination, and choose one to respond to. Read about what the Constitution says about discrimination. Decide on the advice to give, and write the response. Key skill: Search, record, compare	 174 175
Lesson 13.5 A human rights culture for all 60m	The ability to work effectively with people from different cultures is a valuable skill, in South Africa and all over the world. The Universal Declaration of Human Rights (UDHR) lays the foundation of a human rights culture across countries and continents.	In groups, talk about cultural differences. Create a performance that shows a cultural issue and how it can be resolved. Key skill: Listen, talk and work it out together Read about the organisation, Gift of the Givers, and answer some questions, including what could be done, via a project or organisation, to promote cooperation between cultures. Key skill: Work out what is right and wrong for you	 176 177
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 an outdoor recreational activity
- Participation and movement performance in an outdoor recreational activity
- Safety issues relating to participation in recreational activities

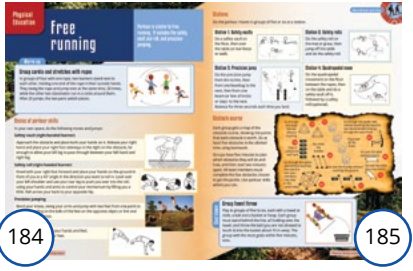
Physical education	Core knowledge	Activities	Pages 178-185
Basic orienteering	Orienteering is an exciting and challenging outdoor sport that exercises mind and body. The aim is to navigate between control points marked on an orienteering map.	<ul style="list-style-type: none"> • Play a game with map symbols. • Play the game 'Move in that direction'. • Do a map drawing challenge – explore the school terrain and draw a map showing at least 10 recognisable landmarks. • Play Kan Jam game. 	
<ul style="list-style-type: none"> • Review the basics of Orienteering and map work with learners. • Copy the blank cones "map" to give three to each group. • Satellite images of schools can readily be found on the Internet (e.g. satellites.pro and http://www.maphill.com) and be copied to use as control maps. 			
Design a line orienteering challenge	Use a self-drawn map to design a line orienteering challenge for another group.	<ul style="list-style-type: none"> • Play the amazing race game. • Play a mat ball game. 	
<p>Safety measures:</p> <ul style="list-style-type: none"> • Learners must carry a whistle when doing orienteering courses – if they get injured, they can whistle for help. • Learners should be made aware of any hazardous terrain, and should avoid it. 			
Point-to-point orienteering challenge	Review the basics of Point-to-point orienteering. In teams, solve clues and find control points on a map.	<ul style="list-style-type: none"> • Explore and mark control points on map; design riddles for control points, design instructions and challenge for other groups. • Perform the other group's challenge using map reading and orienteering skills. • Use teamwork to solve problems and work in cooperation with others. • Play Ninja slap. 	
<ul style="list-style-type: none"> • Satellite images of schools can readily be found on the Internet (e.g. satellites.pro and http://www.maphill.com) and be copied to use as maps for groups. 			

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.

Physical education	Core knowledge	Activities	Pages 178-185
Free running	Parkour is similar to free running. It includes the safety vault and roll, precision jumping and quadrupedal moves.	<ul style="list-style-type: none"> • Review basic parkour skills: safety vault, safety roll, precision jumping and quadrupedal moves. • Group obstacle course: apply basic Parkour skills and teamwork. • Play group towel throw. 	
<p>Safety measures: make sure that learners master the learning steps before attempting the full parkour moves, starting with low obstacles.</p> <p>Assessment: Assess groups on their design and performance of the orienteering challenge: use assessment rubric basic Parkour skills, their scores in the score orienteering adventure obstacle course, and teamwork (problem solving, communication, leadership, decision making, cooperation). Allow peer assessment whenever possible.</p>			
Suggested activities for formal assessment of movement performance (10 marks)	Line orienteering challenge – pages 180-181 or Free running – pages 184-185		

It's a wrap

	Activities	Pages 186-187
It's a wrap	Review images and ideas from all four terms.	



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Acknowledgements



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

Series Editor: Patricia Watson, Department of Basic Education

Phase Editors Intermediate Phase: Rachel Adatia, Thulani Sibeko, Esther Ramani and Leah Marais; Senior Phase: Diane Favis, Leah Marais and Bhuti Nkosi; Further Education and Training Phase: Trevor Waller. All phases benefitted from the editorial feedback from subject advisors as coordinated by Jerry Zitha and Martha Bernard-Phera

Project Guiding Document: Patricia Watson, André Croucamp, Rachel Adatia, Sally Whines, Yumnah Hattas & Desmond Ntshalintshali

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

Editorial contributors

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

Reviewers & Specialists

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

Life Orientation Subject specialists

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

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

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

Translators

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

Design & Images

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

Illustrators

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

Content developer – Creative Arts

Assitej South Africa

Administrative Support

Cynthia Manamela, Eric Richardson, Shalette Bester, Thabo Motshweni, Tsitsi Magwiro, Quanita Buys, Mantsha Maponya and Boitumelo Madie

Special thanks to:

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

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

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

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

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

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

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

The European Union for funding the initial phase of the project

The National Collaboration Trust, particularly Godwin Khosa, Peter Kimingi, Sandile Mkhonto, Kanyisa Diamond, Tsitsi Magwiro, Hlayisani Mabutana and Thabo Motshweni

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

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

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

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

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