

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

9



Digital



basic education
Department:
Basic Education
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Teacher's Guide for *At the Crossroads* Life Orientation

Grade

9



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

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Foreword from the Department of Basic Education 4

The Basic Education *At the Crossroads* Textbook series 5

Strengthening the curriculum: The Basic Education Competency Framework 6

How to use the textbook 8

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

Strengthening the curriculum: Skills..... 14

Grade 9 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 9: Term 3 Project 33

Strengthening the curriculum: Peer assessment of groupwork..... 35

Strengthening the curriculum: Self-assessment 37

Grade 9: Self-assessment: How well am I doing with the following skills?..... 38

Strengthening the curriculum: Values 43

Strengthening the curriculum: Character and attitudes 49

Strengthening the curriculum: Cross-cutting priorities 51

Create a safe enough space for conversation 53

Physical activity & Physical education 56

Creative Arts as Method 58

Overview of the lesson set notes for each term 59

Teacher’s lesson set notes for Term 1 60

Teacher’s lesson set notes for Term 2 72

Teacher’s lesson set notes for Term 3 82

Teacher’s lesson set notes for Term 4 92

References 100

Acknowledgements 102

Foreword from the Department of Basic Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





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

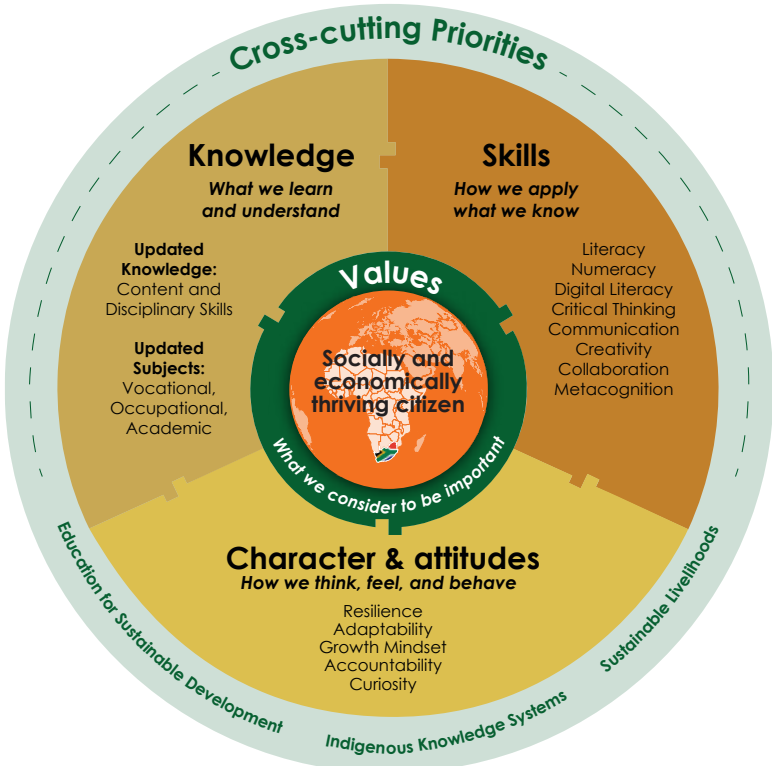
Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

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

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

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

The Basic Education Competency Framework



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

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

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

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

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

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

Skills: How we apply what we know

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

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

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

Transversal Skills: Critical skills developed across disciplines, including:

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

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

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

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

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

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

Values: What we consider to be important

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

You can read more about how values strengthen the curriculum on pages 43 to 48 of your Teacher’s Guide.

Cross-cutting Priorities

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

You can read more about how cross-cutting priorities strengthen the curriculum on pages 51 to 53 of your Teacher’s Guide.



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 **footer** at the bottom of the left-hand page, look at no. 5 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. 6 below. **Pictures**, find no. 7 below, help with understanding the ideas in the lesson. You will find **Info Pages** in the lessons, look at no. 8. The **journal** icon, see no. 9 below, suggests when to write in your own private journal in a language of your choice.

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.

Speak up and speak out

When you have made an important decision, you need to be able to tell others.

Aggressive, passive or assertive?

It is useful to look at three different ways of communicating, or getting your point across. They are: aggressive, passive and assertive.

- Describe how they are different.
- With practise, you can learn to be assertive. Work with someone and choose one of the situations on the next page.
- Work out an assertive strategy. Remember that being assertive means carefully avoiding being aggressive or passive.
- Prepare to act out your assertive response to the class.

Aggressive	Passive	Assertive
<ul style="list-style-type: none"> Insisting others think and believe the way you do Showing no compromise Showing no concern for others Placing your needs and wants ahead of others Unwilling to admit error. 	<ul style="list-style-type: none"> Not saying what you think and believe Giving in to others Allowing others to disregard what you think or believe Thinking your needs do not matter Avoiding conflict. 	<ul style="list-style-type: none"> Speaking clearly and respectfully Considering the situation and other people Willing to work together, recognising that everyone's needs matter Giving reasons for what you think.

8 Grade 9 Term 1: Development of the self in society

Find your 'page turner'...

There are different book genres, or types of books. However, many books fit into more than one genre.

Detectives

Detective books keep you guessing about how to solve or prevent a crime. Kwesi Quartey – *Children of the Street*

Inspector Dabhi Dabhi has seen many crimes, but the murder of Inspector Dabhi is the most important in the life of Kwesi Quartey. He is the most wanted of his career. He is missing out to solve the murder. What kind of person is to blame?

Michael Stanley – *Deaths of the Mantis*

Detective Dabhi has to travel deep into the night to solve a murder case. He is a group of people who solve crimes.

Fantasy and sci-fi

Fantasy stories transport you to imaginary worlds of magic and the supernatural. Science fiction books are similar but focus on the future. Yomi Adedoyin – *Children of Blood and Bone*

Everything changed the night your daughter was born. She was the only one who could see the dead. She was the only one who could see the future. She was the only one who could see the truth. She was the only one who could see the end.

Lilly Henne – *Deadlands Book 1*

Since the apocalypse, Cape Town's suburbs have become infested with zombies. Your survival is guaranteed. You have to be the last one standing. You have to be the last one standing. You have to be the last one standing.

Lesson 1.4: Goal-setting skills and personal lifestyle choices

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

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

8. 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.

Info Page D

Find your 'page turner'...

There are different book genres, or types of books. However, many books fit into more than one genre.

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Lilly Henne – *Deadlands Book 1*

Since the apocalypse, Cape Town's suburbs have become infested with zombies. Your survival is guaranteed. You have to be the last one standing. You have to be the last one standing. You have to be the last one standing.

In your journal

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

9. 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.

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

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



Go through the features of a double-page spread, as shown on pages 8 to 9. These pages have been written as if you are the learner. In order to show all the elements on two pages, it is based on the Grade 9 textbook pages 8 to 9, and pages 36 to 37 as an Info Page. Ask questions to help the learners identify the elements and explain their purpose. An example process for this is shown below based on various pages and elements in the textbook.

Identify design elements to help you use this textbook

Ask the learners to turn to the double page spread in the textbook which is shown on pages 8 – 9. 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:* Speak up and speak out.

Ask the learners to turn to the lesson before – pages 6 – 7.

3. What is the title for this lesson? *Answer:* Make a good decision.

The activities in Lesson 1.4 Speak up and speak out

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

4. How many activity titles are there in this lesson? *Answer:* Two.
5. Give the names for the two activities. *Answer:* Aggressive, passive or assertive?; Assert yourself.

Look at the first activity on page 8: Aggressive, passive or assertive?

6. How many parts are there to this activity? *Answer:* Four.

Now look at the activity on page 9: Assert yourself.

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

Turn to the pages 36 to 37.

9. How is this page different from the previous page? *Answer:* It is an Info Page.
10. What is the title of this Info Page? *Answer:* Find your 'page turner'.
11. What is the main difference between this page and the previous one? *Answer:* The Info Page does not have activities.

The skills in Lesson 1.4 Speak up and speak out

Turn back to pages 8 and 9.

12. How many skills do you see in the lesson? *Answer:* Two skills.
13. What are the names of the skills? *Answer:* Listen, talk and work it out together (English) Reetsang, buang mme lo direng mmogo (Setswana); Find your own way to solve it (English) Batla tsela ya gago ya go e rarabolola (Setswana).

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

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

Turn to page 5 and show the learners the journal icon.

14. Ask the learners what they think a journal is? * Take some time to discuss:

- What is a journal?
- What language/s do I use in my journal?
- Who can see what is written or drawn in my journal?

Turn back to pages 8 – 9.

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

Answer: 8 Info boxes, 1 photograph, 3 drawings.

**You can get this information and read more about how Social and Emotional Learning and Journalling strengthen the curriculum on pages 49 to 50 of your Teacher's Guide.*

The footers at the bottom of the pages

Ask the learners to look at the footer at the bottom of the left-hand page of Lesson 1.4: Speak up and speak out.

16. What information do they see? *Answer:* Grade 9 Term 1: Development of the self in society, which is the topic.

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

17. What information do they see? *Answer:* the lesson number, 1.4 and the name of the lesson set: Goal-setting skills and personal lifestyle choices.

Stickers at the end of a lesson set

- Ask learners to find the "High five" sticker on page 9. Tell learners that stickers like these show that you are at the end of a lesson set.
- Let learners locate the sticker at the end of Lesson set 2. What does it say? *Answer:* Oberekile.

Colour code at the top right-hand corner of pages

18. Point out the coloured quarter circle at the top right of page 9. Ask learners what they think that could mean.
 - a. Explain that each curriculum topic has a different colour code. This is another way to find a particular topic or lesson set.
 - b. Ask learners to turn to page 27. Find the colour code. Compare it with the code on page 9.
 - c. Turn to page 43. The colour code there shows the start of the Physical Education lessons for Term 1.

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 focuses on improving your health and fitness.

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

Study skills offers tips for studying.

Topics covered in Grade 9

Topic & Lesson set	
Term 1	
Development of self in society	Goal-setting skills: personal lifestyle choices Sexual behaviour and sexual health
World of Work	Time-management skills
Physical education	Generic stretches; Activities that promote physical fitness and strength
Term 2	
Constitutional rights and responsibilities	Citizens' rights and responsibilities Constitutional values
World of Work	Options available after completing Grade 9
Physical education	Activities that promote skills in sports
Term 3	
World of Work	Career and subject choices
Health, social and environmental responsibility	Volunteerism
Constitutional rights and responsibilities	Violence - Health and safety issues
Physical education	Movement activities that promote skills
Term 4	
World of Work	Study and career funding providers
Constitutional rights and responsibilities	Contributions of religions in promoting peace Sport ethics
Development of self in society	Challenging situations
Physical education	Activities that promote outdoor recreation

12 At the Crossroads Teacher's Guide Grade 9

Life Orientation: Senior Phase CAPS topics 13



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 9. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 9.

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 9 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 Development of the self in society			Page 7	Page 8	Page 6		Page 2				Page 5	Page 2 Page 9					
Lesson 2 Development of the self in society	Page 23	Page 23		Page 13			Page 17 Page 25		Page 11	Page 11					Page 16		Page 21 Page 24
Lesson 3 World of work	Page 33				Page 30	Page 41				Page 32 Page 35		Page 26	Page 35	Page 27			Page 31
TERM 2																	
Lesson 4 Constitutional rights and responsibilities										Page 54					Page 56		Page 55
Lesson 5 Constitutional rights and responsibilities			Page 72	Page 72		Page 59 Page 66	Page 59 Page 62							Page 62 Page 67		Page 59 Page 70	
Lesson 6 World of work			Page 88		Page 88						Page 78 Page 82		Page 74				Page 86
TERM 3																	
Lesson 7 World of work		Page 102	Page 113				Page 104				Page 115	Page 108	Page 113	Page 109			
Lesson 8 Health, social and environmental responsibility		Page 117		Page 121	Page 126		Page 126		Page 118 Page 123								Page 117
Lesson 9 Health, social and environmental responsibility	Page 129 Page 145	Page 131 Page 132 Page 140	Page 142 Page 135	Page 134 Page 137 Page 144						Page 128		Page 134				Page 130 Page 140 Page 144	Page 133
TERM 4																	
Lesson 10 World of work	Page 161		Page 158											Page 155 Page 159			
Lesson 11 Constitutional rights and responsibilities			Page 165	Page 162						Page 162				Page 162			
Lesson 12 Constitutional rights and responsibilities						Page 166 Page 169			Page 168			Page 167					
Lesson 13 Development of the self in society					Page 170 Page 173	Page 175	Page 171					Page 177			Page 180	Page 172 Page 174	Page 174 Page 177
Number of times skill is covered over the year	5	6	8	8	6	6	8		4	6	5	6	8	5	7	9	

Strengthening the curriculum: Multilingualism

The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 9 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 oorgpunt
 Listen, talk and work it out together Luister, praat en werk dit saam uit	 Test your idea – change your mind Toets jou idee – verander van plan
 Create an image or a story to show what it is like Maak 'n prent of 'n storie om te wys hoe dit is	 Step back – reflect and rethink – step back in Staan terug – dink na – tree weer in
 Work out what is right and wrong for you Werk vir jouself uit wat is reg of verkeerd	 Explore and express your emotions Ondersoek en vertolk jou emosies
 Tell a story based on the evidence Vertel 'n storie gebaseer op die bewyse	 Find your own way to solve it Vind jou eie manier om dit op te los
 Search, record, compare Soek, maak notas, vergelyk	 Make a choice and decide Maak 'n keuse en besluit
 Listen deeply to someone's feelings and thoughts Luister diep na iemand se gevoelens en gedagtes	 How did this happen? What will happen next? Hoe het dit gebeur? Wat gaan volgende gebeur?

My skills in isiNdebele

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

My skills in Tshivenda

Enjoy a healthy mind and body	ifhelwani nga muhumbulo na muvhili zwi re na mutakalo
Ask questions that will help you understand what is going on	Vhudzisani mbudzisodzine dza o ni thusa u pfesesa zwine zwa khou itea
Listen, talk and work it out together	Itani uri mu we muthu a pfesese kuvhonele kwa u
Test your idea - change your mind	Lingani muhumbulo wa u - shandukisani tsheo ya u
Create an image or a story to show what it is like	Thetshesani, ambani ni shumane nazwo no he
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	ihwaneleni 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	ihwaneleni 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 okuqhubekayo
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 okukulungeleyo 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 hlanyanya swin'we
Test your idea - change your mind	Ringa muanakanyo wa wena - cinca 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	Tihelela endzhaku - anakanya endzhaku na ku thihela u ehleketa nakambe - thelelela 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 thiantsha xirhalanganyi lexi
Search, record, compare	Sesha, rekhoda, pimanisa
Make a choice and decide	Langa no Teka 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	Yenza omunye umuntu akholelwe kumbono wakho
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	Lalela, khuluma ebese nixazulula nonke ngokuhlalnganyela
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 Ubafakazi
Find your own way to solve it	Thola indlela yakho yokuyixazulula
Search, record, compare	Sesha, rekhoda, qathanisa
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-languaging recognises that learners naturally draw from their full linguistic repertoires and capacities to make meaning. Rather than restricting expression, when we allow learners to switch between languages they are comfortable with, it supports deeper conceptual connections, particularly in emotionally and cognitively demanding tasks. Activating a home language as the medium of thought or discussion not only validates learners’ lived experiences, but also reinforces classroom equity and access, and assists learners in remembering and memorising concepts, and linking them to pre-existing concepts held in their native languages. This leads to the next point.

Home Language Use in Skills Development

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

Language Across the Curriculum

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

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

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

Reading for Meaning

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

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

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

Strategies that help learners read for meaning:

Pre-reading activities

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

Teach vocabulary in context

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

Use graphic organisers

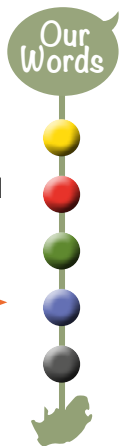
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension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

Model reading strategies

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

Ask Guiding Questions

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



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

Promote discussion and collaboration

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

Integrate writing to reinforce reading

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

Scaffold complex texts

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

Encourage Metacognition

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

Use diverse texts

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

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

Strengthening the curriculum: Assessment

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

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

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

Assessment of Learning

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

1. Purpose

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

2. Methods

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

3. Tools

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

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

4. Feedback

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

5. Challenges

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

6. Best Practices

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

7. Impact on Learning

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



The Overview of Assessment Table for each term includes all the tasks that make up the formal programme of assessment for Grade 9. 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: Goal-setting skills: personal lifestyle choices	Written task Demonstrate an understanding of factors that influences lifestyle choices	Lesson set 1: Lesson 1.1 – Set your Grade 9 intentions – page 2-3 Lesson 1.2: Impact – pages 4-5 Instructions: Answer all the questions below. Read carefully and respond in full sentences where required. Mark allocation 1. Define the term “lifestyle choices”. (2) 2. Identify two factors that can influence a learner’s lifestyle choices. (4) 3. Describe a situation where media could positively or negatively influence a lifestyle choice. (4) 4. Read the scenario below and answer the questions that follow: <i>Thabo wants to become a professional athlete but often skips training sessions to spend time with friends. His coach advises him to make better choices to reach his goals.</i> 4.1. Analyse how Thabo’s personal choices are affecting his goals. (2) 4.2. Provide two possible consequences if he does not change his behaviour. (4) 5. Evaluate why it is important to set goals or intentions when planning for a specific lifestyle. Support your answer with an example. (5) 6. Create a personal goal-setting plan for yourself using these steps: <ul style="list-style-type: none">Identify one personal goal or intention. (1)List two lifestyle choices that will help you achieve this goal. (4)Explain how you will better manage influences such as peers or media while working toward your goal. (4)	Mark Allocation Summary: Remembering and Understanding: 6 marks Applying and Analysing: 10 marks Evaluating and Creating: 14 marks Total: 30 marks
Development of the self in society Topic 2: Sexual behaviour and sexual health	Written task Consolidation of work done in lesson set 2 Creating a pamphlet	Lesson set 2: Lesson 2.1 – 2.6 – pages 10-25 Instructions: You have learned about sexual behaviour, sexual consent, healthy and unhealthy relationships, and the physical and emotional effects of teenage sexual activity. To consolidate your knowledge, you will create a pamphlet that informs teenagers about the risk factors and possible consequences of engaging in sexual activity at a young age. Mark allocation Your pamphlet must include the following: 1. Title and Introduction: (3) <ul style="list-style-type: none">A creative, attention-grabbing title.A brief introduction explaining why the topic is important for teenagers.	25 marks

Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
		2. Risk Factors: (4) <ul style="list-style-type: none">List and explain at least two risk factors of teenage sexual activity. 3. Physical and Emotional Effects: (5) <ul style="list-style-type: none">Describe three possible physical effects (e.g., pregnancy, STIs) and three emotional effects (e.g., stress, regret). 4. Healthy Relationships and Consent: (5) <ul style="list-style-type: none">Explain what constitutes a healthy relationship.Clarify the importance of consent and mutual respect in relationships. 5. Visual Elements: (4) <ul style="list-style-type: none">Use images, diagrams, or symbols that support your message and engage your audience. 6. Language and Presentation: (4) <ul style="list-style-type: none">Use clear, positive language that is appropriate for your peers.Ensure the pamphlet is visually appealing and easy to read. Important Note: Be creative but ensure your content is accurate and appropriate. The pamphlet must be original and reflect your own understanding. Submit your completed pamphlet on the due date.	
World of work Topic 3: Time management skills	Written task Demonstrate understanding of managing time	Lesson set 3 Lesson 3.1: Planning Our Time – pages 26 - 29 Instructions: Complete the following task on time management and study skills. Mark allocation Weekly Time Plan 1. Create a detailed weekly schedule for yourself, including school hours, study times, recreational activities, and personal time. Ensure your schedule reflects balance and effective use of time. (10) 2. Explain how your schedule helps you manage your time effectively. (2) 3. Identify one potential challenge you might face in following your weekly schedule and suggest a strategy to overcome it. (3) Note: You may refer to Info Page C on pages 28-29 for an example of a weekly time planner.	15 marks
Physical Education Generic stretches Components of physical fitness	<i>Participation</i> = present and participating in the lesson <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition	Generic stretches – pages 42-45 Circuit training – pages 46-47 Obstacle course – pages 48-49 Partner activities – pages 50-51 Team activities – pages 52-53 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
Development of self in society Constitutional rights and responsibilities Health, social and environmental responsibility World of work	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 6 to cover work done in Terms 1 and 2.	70 marks
Physical Education Target games	<i>Participation</i> = present and participating in the lesson <i>Movement performance</i> : Focus on overall performance, must not encourage a sense of competition	Soccer and hockey – pages 94-95 Volleyball and netball – pages 96-97 Rugby and lawn bowls – pages 98-99 Cricket and handball– pages 100-101 <i>Mark allocation</i> Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Introduce the project for Term 3

Working in groups, learners will create a Hashtag (#) to raise awareness on School and Online violence. Learners can choose their groups of five - 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.

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 Creating a hashtag (#)	Lesson set 9: Term 3 Project – pages 128 – 145 Topic: Creating a Hashtag (#) to Raise Awareness on School and Online Violence Instructions: Work in groups of 5-6 to create a unique and impactful hashtag (#) that raises awareness about school and online violence. Your hashtag should help educate your peers on violence prevention, reporting abuse, and promoting positive online behaviour. Steps to Complete the Task: Step 1: Research and Understand the Issues (20) <ul style="list-style-type: none">Investigate different types of violence in schools and online, including cyberbullying, hate speech, and other forms of online abuse.Explain how the identified violence can impact individuals and the school environment.	70 marks

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 Creating a hashtag (#)	Step 2: Develop Your Hashtag (15) <ul style="list-style-type: none">Brainstorm and design a creative hashtag that effectively captures the message of promoting non-violence and positive behaviour.Ensure your hashtag is clear, memorable, and impactful. Step 3: Justify Your Hashtag (15) <ul style="list-style-type: none">Prepare a short explanation (200-300 words) on the meaning of your hashtag and how it relates to school and online violence prevention.Explain how your hashtag can inspire positive behaviour and awareness. Step 4: Create a Visual or Campaign Poster (10) <ul style="list-style-type: none">Design a visual aid (e.g., poster or digital graphic) that includes your hashtag and key messages about preventing violence and promoting positive behaviour. Step 5: Present Your Work (10) <ul style="list-style-type: none">Present your hashtag and campaign ideas to the class in a 2-3-minute presentation.Each group member should contribute to the presentation. Tip: You may refer to lesson 9 of your textbook or use reliable websites to collect information.	70 marks
Physical Education Physical fitness movement techniques	<i>Participation</i> = present and participating in the lesson <i>Movement performance</i> : Focus on overall performance, must not encourage a sense of competition	Zumba dancing 1 – pages 146-147 Zumba dancing 2 – pages 148-149 Dynamic balancing – pages 150 - 151 Balancing in locomotion – pages 152-153 <i>Mark allocation</i> 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 Physical fitness outdoor recreation activities	<i>Participation</i> = present and participating in the lesson <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition	Review of line orienteering – pages 182-183 Maths and geography orienteering – pages 184-185 Adventure boot camp! – pages 186-187 Survivor! – pages 188-189 <i>Mark allocation</i> Participation (20) Movement performance (10)	30 marks
			Total: 100 marks
Total for the year: 400 marks			

Topic: Creating a Hashtag to Raise Awareness on School and Online Violence

Instructions: Work in groups of 5-6 to create a unique and impactful hashtag (#) that raises awareness about school and online violence. Your hashtag should help educate your peers on violence prevention, reporting abuse, and promoting positive online behaviour.

What is a Hashtag?

A hashtag (#) is a short word or phrase used on social media to group related topics. It helps people find and share information easily. For example, #EndBullyingNow can be used by learners, teachers, and parents to discuss ways to stop bullying.

Even if you do not have access to social media, hashtags can still be useful in posters, school discussions, and awareness campaigns. Your group will design a hashtag and plan ways to spread its message.

Steps to Complete the Task:

Step 1: Research and Understand the Issues (20 marks)

- Investigate different types of violence in schools and online, including cyberbullying, hate speech, and other forms of online abuse.
- Explain how the identified violence can impact individuals and the school environment.

Step 2: Develop Your Hashtag (15 marks)

- Brainstorm and design a creative hashtag that effectively captures the message of promoting non-violence and positive behaviour.
- Ensure your hashtag is clear, memorable, and impactful.

Step 3: Justify Your Hashtag (15 marks)

- Prepare a short explanation (200-300 words) on the meaning of your hashtag and how it relates to school and online violence prevention.
- Explain how your hashtag can inspire positive behaviour and awareness.

Step 4: Create a Visual or Campaign Poster (10 marks)

- Design a visual aid (e.g., poster or digital graphic) that includes your hashtag and key messages about preventing violence and promoting positive behaviour.

Step 5: Present Your Work (10 marks)

- Present your hashtag and campaign ideas to the class in a 2–3-minute presentation.
- Each group member should contribute to the presentation.

Topic: Creating a Hashtag to Raise Awareness on School and Online Violence

Rubric for Assessment

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
Research and Understanding (20)	Clear and thorough explanation of violence types and conflict resolution strategies.	Clear explanation with minor gaps in detail.	Some understanding, but lacking clarity.	Basic understanding with key details missing.	Minimal understanding shown.
Hashtag Creativity (15)	Highly creative, memorable, and impactful hashtag.	Creative and mostly effective.	Somewhat creative but could be clearer.	Basic attempt at creativity with limited impact.	Lacks creativity or clarity.
Justification (15)	Strong, persuasive justification directly linking to violence prevention.	Clear and mostly persuasive.	Somewhat persuasive but missing depth.	Basic explanation with limited connection to topic.	Minimal effort or unclear justification.
Visual/Poster (10)	Highly engaging and visually appealing with a clear message.	Engaging but slightly unclear message.	Somewhat engaging but missing clarity.	Basic design with limited effort.	Poor design with minimal effort.
Presentation (10)	Clear, confident, and well-coordinated.	Clear and confident, minor gaps in coordination.	Somewhat clear but lacking confidence.	Basic presentation with minimal coordination.	Poor presentation, minimal participation.
Total: 70 marks					

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 9: How well did our group do?

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

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

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

☐ Participated in planning and shared ideas

☐ Listened to and co-operated with others

☐ Showed interest and enthusiasm in the project

☐ Level of participation in given tasks

☐ Overall contribution to the project

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

☐ Participated in planning and shared ideas

☐ Listened to and co-operated with others

☐ Showed interest and enthusiasm in the project

☐ Level of participation in given tasks

☐ Overall contribution to the project

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

☐ Participated in planning and shared ideas

☐ Listened to and co-operated with others

☐ Showed interest and enthusiasm in the project

☐ Level of participation in given tasks

☐ Overall contribution to the project

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

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

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

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

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

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

Total mark: ____ /150

Some questions for self-reflection

What did you learn from the experience?

What do you think went well?

What would you have done differently, given the opportunity?

Strengthening the curriculum: Self-assessment

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

The benefits of self-assessment

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

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

Self-Assessment: Skills

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

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

GRADE 9: Self-assessment: How well am I doing with the following skills?

Name: _____

Skill 1: _____

Skill 2: _____

Think about how well you are doing with these skills. Be honest!

Rate yourself:

5 = I am doing great!

4 = I am trying my best.

3 = I need to practice more.

2 = I'm struggling.

1 = I'm not interested.

Enjoy a healthy mind and body (____ / 25)

- ☐ I exercise three times per week or more.
- ☐ I get eight hours of sleep most nights.
- ☐ I drink one litre of water every day.
- ☐ I know what food is healthy and I try to eat as much healthy food as I can.
- ☐ I don't spend all my free time on screens.

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

- ☐ I am curious about the world around me.
- ☐ I think before I ask a question.
- ☐ I try to ask questions that will help me find out what I want to know.
- ☐ I learn from the questions people ask.
- ☐ I am becoming more courageous with the questions I ask.

Convince someone of your point of view (____ / 25)

- ☐ I give reasons why I think something is true.
- ☐ I give examples when I share my ideas.
- ☐ I keep a check that my ideas make sense.
- ☐ I make sure my ideas follow one another in a way that makes sense.
- ☐ I am open to change my ideas if I need to.

GRADE 9: Self-assessment: How well am I doing with the following skills?

Listen talk and work it out together (____ / 25)

- ☐ I listen carefully to what others have to say.
- ☐ I listen even when I don't agree with what is being said.
- ☐ I include everyone and their ideas in conversations.
- ☐ I show respect when I don't agree with someone.
- ☐ My aim is to improve my dialogue skills.

Test your idea - change your mind (____ / 25)

- ☐ I like to work with new ideas.
- ☐ I plan what I want to do with a new idea.
- ☐ I check if I have everything I need to try out my new idea.
- ☐ I think about what might go wrong.
- ☐ I understand that things may not work out as I expect them to.

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

- ☐ I like finding new ways to solve problems.
- ☐ I like being creative and thinking up fun and different ideas.
- ☐ I try to connect different ideas together.
- ☐ I enjoy using old things in new ways.
- ☐ I keep trying even when things get difficult.

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

- ☐ I stop and think before I react.
- ☐ I know what makes me feel strong emotions.
- ☐ I take my time before I speak and act.
- ☐ I try to do what is best for me.
- ☐ I know when I need to take a break.

GRADE 9: Self-assessment: How well am I doing with the following skills?	
Work out what is right and wrong for you	(____ / 25)
<input type="checkbox"/> I think about how my actions affect me, others and the environment.	
<input type="checkbox"/> I am developing a clear sense of what is right and wrong for me.	
<input type="checkbox"/> I understand why I think a certain way.	
<input type="checkbox"/> I listen to others and try understand their reasons.	
<input type="checkbox"/> I can change my mind if I need to.	
Explore and express your emotions	(____ / 25)
<input type="checkbox"/> I think about how I feel.	
<input type="checkbox"/> I know that understanding my feelings helps me know myself better.	
<input type="checkbox"/> I can't control feelings, but I can control my actions.	
<input type="checkbox"/> My feelings help me understand the world.	
<input type="checkbox"/> I use my emotions to help me learn more about myself and the world.	
Tell a story based on evidence	(____ / 25)
<input type="checkbox"/> I know where my ideas come from.	
<input type="checkbox"/> I look for real facts.	
<input type="checkbox"/> I know facts don't change with opinions. I can tell the difference between facts and fake news.	
<input type="checkbox"/> I try to base my decisions on real facts.	
<input type="checkbox"/> I am willing to change my mind if new facts appear.	
Find your own way to solve it	(____ / 25)
<input type="checkbox"/> I know that it can take time to solve some problems.	
<input type="checkbox"/> I am willing to make mistakes and learn from them.	
<input type="checkbox"/> I ask for help when I need it.	
<input type="checkbox"/> I use my imagination to solve problems.	
<input type="checkbox"/> I know when I need to take a break.	

GRADE 9: Self-assessment: How well am I doing with the following skills?	
Search, record, compare	(____ / 25)
<input type="checkbox"/> I know the world is changing all the time.	
<input type="checkbox"/> I like to keep learning.	
<input type="checkbox"/> I use reliable sources to look things up and find answers.	
<input type="checkbox"/> I listen to different opinions.	
<input type="checkbox"/> I try new things, even if they are hard.	
Make a choice and decide	(____ / 25)
<input type="checkbox"/> I know when to follow and when to make my own choices.	
<input type="checkbox"/> I think about how my choices could affect my future.	
<input type="checkbox"/> I am looking at all my options.	
<input type="checkbox"/> I know what is important to me.	
<input type="checkbox"/> I am learning to make good life choices.	
Listen deeply to someone's thoughts and feelings	(____ / 25)
<input type="checkbox"/> I respect other people's feelings and ideas.	
<input type="checkbox"/> I listen carefully, even when I don't agree.	
<input type="checkbox"/> I try to understand how others feel.	
<input type="checkbox"/> I like learning from different people.	
<input type="checkbox"/> I know that listening to others helps me grow.	
How did this happen? What will happen next?	(____ / 25)
<input type="checkbox"/> I understand that what I do today affects tomorrow.	
<input type="checkbox"/> I try to make good choices for my future.	
<input type="checkbox"/> I have a goals for my future.	
<input type="checkbox"/> I make choices that help me reach my goals.	
<input type="checkbox"/> I won't let fun things get in the way of my future.	

Some questions for self-reflection

How have you used 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.”

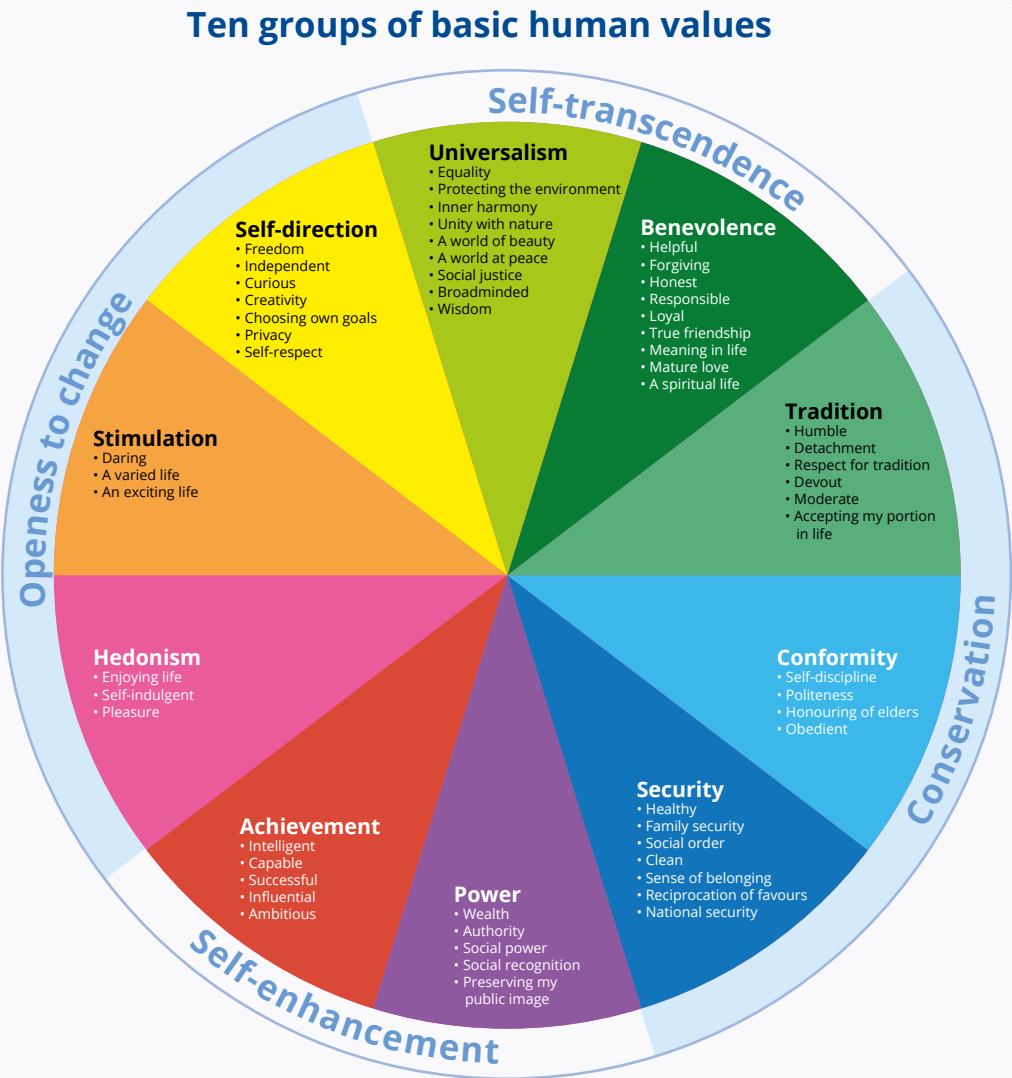


Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by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



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

Topic & Lesson no.	Activity	In your journal...	Page no.
Development of the self in society Lesson 1.2	Positive things	Make a list of positive things you can do for yourself. Look back at your intentions. Do you want to add or make any changes?	Page 5
Development of the self in society Lesson 2.6	Learning from mistakes	Everyone makes mistakes in their lives. But this is also an opportunity to learn. Write about what you have learnt from some of your mistakes.	Page 25
World of work Lesson 3.3	Rest and recharge	Write down the kinds of things you do to relax, rest and recharge. Explain how you could improve the balance between working towards your goals and getting enough rest.	Page 33
World of work Lesson set 6: Info Page J	Your learning path	What learning path do you aim to follow? Think about why and say how you feel about your choices.	Page 81
World of work Lesson 7.2	What are your personal strengths?	What unique strengths can you bring to your work in the future? What kind of work feels right for you? Take into consideration that you can do different kinds of work.	Page 104
Health, social and environmental responsibility Lesson 8.2	Volunteering	What kind of volunteer work would you choose to do? How do your values help you to decide where to volunteer? Commit to ways in which you would like to volunteer, or help, going forward.	Page 119
Health, social and environmental responsibility Lesson 8.5	Volunteering	Write about what you have learnt about caring. Commit to ways in which you would like to volunteer, or help, going forward.	Page 127
Health, social and environmental responsibility Lesson 9.1	Managing anger	What kind of things make you angry? What can you do to manage these feelings in a healthy way?	Page 128
Development of the self in society Lesson 13.1	Expressing your feelings	Draw, sing or dance your feelings. Afterwards, write about what this was like.	Page 171
Grade 9: it's a wrap!	Reflecting on your year in Grade 9	As you reach the end of Grade 9, take a moment to reflect on your journey this year. Think about the lessons, experiences, and challenges that shaped you.	Page 191

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 9 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Term 1: Development of the self in society Lesson set 2	A Are you in a healthy relationship?	Pages 14–17	Character and attitudes: Healthy habits
	B Facts about sexual and reproductive health	Pages 18–19	Character and attitudes: Healthy habits
Term 1: World of Work Lesson set 3	C Sample Planner	Pages 28–29	Skill of planning
	D Find your ‘page turner’...	Pages 36–37	Reading for life long learning
	E Explore more book genres	Pages 38–39	Reading for life long learning
Term 2: Constitutional rights and responsibilities Lesson set 5	F Human Values	Pages 60–61	Values and citizenship
	G Steve Biko: A timeline	Pages 64–65	Values and citizenship
	H Our Constitutional values	Pages 68–69	Values and citizenship
Term 2: World of Work Lesson set 6	I More about your learning options	Pages 76–77	Career planning
	J Colleges and University	Pages 80–81	Career planning
	K Learn while you earn	Pages 84–85	Career planning
	L Employee rights	Pages 90–91	Sustainable livelihoods
	M Summary: Labour Relations Act	Pages 92–93	Sustainable livelihoods
Term 3: World of Work Lesson set 7	N Different career profiles	Pages 106–107	Career planning
	O What are your options?	Pages 110–111	Career planning
Term 3: Health, social and environmental responsibility Lesson set 8	P How can we decolonize nature?	Pages 124–125	Indigenous Knowledge Systems
Term 3: Health, social and environmental responsibility Lesson set 9	Q Handling violence at school	Pages 138–139	Values and citizenship
Term 4: World of Work Lesson set 10	R Who can help fund your studies?	Pages 156–157	Career planning
Term 4: Development of the self in society Lesson set 13	S Land and loss	Pages 178–179	Indigenous Knowledge Systems



Education for Sustainable Development (ESD)

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

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

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

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

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

Sustainable Livelihoods (SL)

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

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

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

Indigenous Knowledge Systems (IKS)

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

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

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

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

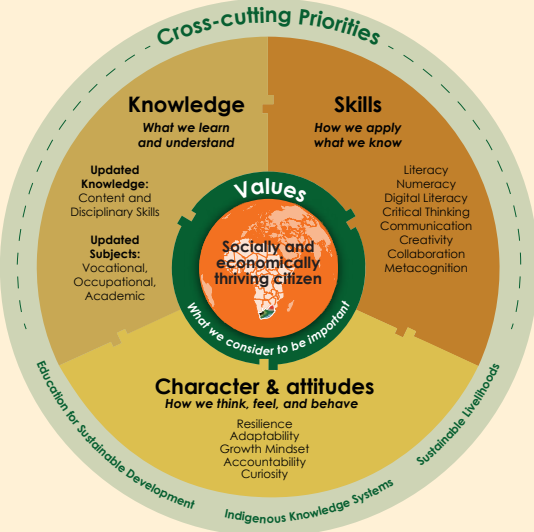
IKS offers alternative ways of **thinking, being and belonging**. Indigenous knowledge affects us in many ways, from the way we take care of ourselves and the natural world, to the way we communicate and express our creativity. It may be reflected in, for example, food production, medicine, technology,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

Lesson set notes

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

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

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





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

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

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

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

Questions play an important role in all learning processes

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

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

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

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

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

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

Dynamic collaboration

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

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

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

Working with feelings

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

Exploring boundaries

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

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

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

Encourage talking about the learning process

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



Physical activity

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

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

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

Physical activity also reduces risk of disease, such as cancer, osteoporosis, cardiovascular disease and depression. It also reduces tendencies towards 'delinquent' behaviours such as gang participation, graffiti, truancy, etc.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:

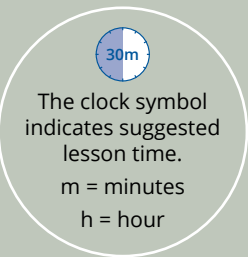
- The first column includes the CAPS topic, the title of each lesson (one double-page spread (DPS) of the textbook) and the suggested time it will take to cover the DPS.
- The second column gives a summary of the core knowledge and key messages that the lesson explores (see skills descriptions on pages 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: Goal-setting skills: Personal lifestyle choices

Time: 3 hours

CAPS

- Goal-setting skills: personal lifestyle choices
 - Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices
 - Appropriate responses to influences on personal lifestyle choices:
 - o Informed decision-making skills: positive and negative influences
 - o Assertiveness skills: confident and firm decision-making



Goal-setting skills: Personal lifestyle choices	Core knowledge / Key messages	Activity / Key skills	Pages 2 - 9
Lesson 1.1 Set your Grade 9 intentions <div>30m</div>	A new year is a good time to set new intentions and think about what you would like to work towards in the year ahead.	Learners play a board game which prepares them to set intentions for the new year. Key skill: Step back – reflect and rethink – step back in They reflect on different aspects of their lives and wellbeing, and record their intentions in their notebooks. Key skill: Find your own way to solve it	<div>23</div>
Organise the dice to play the board game, or prepare an alternative dice strategy, beforehand. This activity uses the word ‘intentions’ instead of ‘goals’. Discuss the difference between these words: goal suggests a more rigid target, whereas intentions allow for reflection and change as we work towards them. Although it is valuable to set intentions, as time passes, we sometimes need to make adjustments to our intentions. Encourage them to take ownership of their intentions and refer back to them as the year progresses.			
Lesson 1.2 Impact <div>30m</div>	Many different things affect your life, but you can make choices.	Learners read about Philani Dladla and the challenges and opportunities that affected his life. They discuss how he made choices that eventually impacted positively on his life and others. Key skill: Tell a story based on the evidence	<div>45</div>
Formal assessment Term 1: assignment, written task (30 marks) Suggested activities and mark allocation	Lesson 1.1: Set your Grade 9 intentions Lesson 1.2: Impact Instructions: Answer all the questions below. Read carefully and respond in full sentences where required. Mark allocation 1. Define the term “lifestyle choices”. (2 marks) 2. Identify two factors that can influence a learner’s lifestyle choices. (4 marks) 3. Describe a situation where media could positively or negatively influence a lifestyle choice. (4 marks) 4. Read the scenario below and answer the questions that follow: Thabo wants to become a professional athlete but often skips training sessions to spend time with friends. His coach advises him to make better choices to reach his goals. 4.1. Analyse how Thabo’s personal choices are affecting his goals. (2 marks) 4.2. Provide two possible consequences if he does not change his behaviour. (4 marks) 5. Evaluate why it is important to set goals or intentions when planning for a specific lifestyle. Support your answer with an example. (5 marks) 6. Create a personal goal-setting plan for yourself using these steps: Identify one personal goal or intention. (1 mark) List two lifestyle choices that will help you achieve this goal. (4 marks) Explain how you will manage influences such as peers or media while working toward your goal. (4 marks)		

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.




Goal-setting skills: Personal lifestyle choices	Core knowledge / Key messages	Activity / Key skills	Pages 2 - 9
Lesson 1.3 Make a good decision <div>60m</div>	Sometimes it can be difficult to know what to do. The Six Thinking Hats method is a good way of exploring a problem situation from different angles.	Learners work in pairs and use the Six Thinking Hats method to explore solutions to different problem situations. Key skill: Test your idea – change your mind They take turns to share their problem-solving strategies and reflect on the value of the Six Thinking Hats method. Key skill: Convince someone of your point of view	<div>67</div>
Lesson 1.4 Speak up and speak out <div>60m</div>	There are different ways of communicating, for example, aggressive, passive and assertive. When you have made an important decision, you need to be able to assert yourself and tell others.	Learners begin by working out the differences between aggressive, passive and assertive ways of communicating. Then, working in pairs, they choose a situation and think of an appropriate assertive strategy. Key skill: Listen, talk and work it out together They take turns to act out their scenarios and discuss their assertive responses as a class. Key skill: Find your own way to solve it	<div>89</div>




Lesson set 2: Sexual behaviour and sexual health

Time: 4 hours

CAPS

- Concept: Sexual behaviour and sexual health:
 - Risk factors leading to unhealthy sexual behaviour
 - Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS,
 - Low self-image and emotional scars
 - Factors that influence personal behaviour including family, friends, peers and community norms
 - Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour
 - Protective factors, where to find help and support: community structures that offer protection or resilience against high-risk behaviour
 - Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers

Sexual behaviour and sexual health	Core knowledge / Key messages	Activity / Key skills	Pages 14 - 25
Lesson 2.1 How do you see it? <div>30m</div>	Sex can mean many different things to different people. It is important to know what is right for you and not to feel pressured by your peers.	Learners read about how a teenager called Alex makes sense of sexuality. They think about if they relate to Alex's experience and discuss the impact of peer pressure on having sex. Key skill: Work out what is right and wrong for you Then learners write a letter that responds to Alex, and explain what they believe is right for them as individuals. Key skill: Explore and express your emotions	
Lesson 2.2 Giving consent <div>30m</div>	Consent is only consent if it is clear and spoken aloud. It is important to give your consent to every level of physical closeness you have with another person. Everyone has the right to say, 'No' or change their mind at any time.	Learners compare different scenarios and work out the implications around consent for the people involved. Through this discussion they deepen their understanding of consent. Key skill: Listen, talk and work it out together	
Info Page A Are you in a healthy relationship?	Support for Lesson 2.2 Learners are provided with checklists which help them to distinguish between healthy and unhealthy relationships. They also read about 'gaslighting', a way in which someone can manipulate and undermine another person's self-worth and agency.		

Sexual behaviour and sexual health	Core knowledge / Key messages	Activity / Key skills	Pages 14 - 25
Lesson 2.3 Talk about having safer sex <div>30m</div>	If you are ready for sex, make sure you are safe and healthy in your relationship. The safest choice is, however, not to have sex.	Learners read a story about Kamo and Jay who are in a relationship and feel ready to have sex. They imagine they are a friend and decide what their advice to them would be. Key skill: Make a choice and decide They then work individually and complete sentences to clarify their own personal needs and views about love, romance, intimacy, sex and relationships. Key skill: Step back – reflect and rethink – step back in	
People often associate risk with penetrative intercourse. However, other kinds of sex may prevent pregnancy but still carry the risk of sexually transmitted infections (STIs). Prepare to discuss STIs in more detail with your learners.			
Info Page B Facts about sexual and reproductive health	Support for Lesson 2.3 This information about sexual and reproductive health informs and supports learners to participate in Lesson 2.3.		
Lesson 2.4 Ku veleka vukosi <div>60m</div>	The ability to bring children into the world has long been celebrated. However, teenage parenting is not beneficial for the parents or child involved.	Learners read an African legend and find out about Sesotho traditions that celebrated fertility and the potential to have children. They then consider how teenage parenting potentially impacts on the future of both the parents and child. Key skill: How did this happen? What will happen next?	

Lesson set 2: Sexual behaviour and sexual health

Time: 4 hours

CAPS

- Concept: Sexual behaviour and sexual health:
 - Risk factors leading to unhealthy sexual behaviour
 - Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS,
 - Low self-image and emotional scars
 - Factors that influence personal behaviour including family, friends, peers and community norms
 - Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour
 - Protective factors, where to find help and support: community structures that offer protection or resilience against high-risk behaviour
 - Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers

Sexual behaviour and sexual health	Core knowledge / Key messages	Activity / Key skills	Pages 14 - 25
Lesson 2.5 I can take care of me! <div>60m</div>	You need to take full responsibility for your own sexual and reproductive health.	Learners read about Thandeka who wanted to be sexually active with her partner. They identify how she should have taken better care of her health in this relationship. Key skill: Enjoy a healthy mind and body Learners consider what advice is appropriate for Thandeka's partner and his sexual health. Key skill: Ask questions that will help you understand what is going on	<div><div>22</div><div>A worksheet titled 'I can take care of me!' featuring a photo of a young woman and various text boxes for notes and activities.</div><div>23</div></div>
Lesson 2.6 Take time to consider carefully... <div>30m</div>	It is important to step back and think before making a risky choice. The risks involved can be assessed and understood. Sometimes you can take actions to limit risk. Your happiness and safety always come first.	Learners work in pairs and imagine they are a person faced with a risky situation in a given scenario. They work step by step through a risk assessment process to explore how this situation could be managed to minimise harm. Key skill: How did this happen? What will happen next? Learners then reflect on the value of understanding and 'stepping back' from a potentially risky situation. Key skill: Step back – reflect and rethink – step back in	<div><div>24</div><div>A worksheet titled 'Take time to consider carefully...' featuring a photo of a young man and various text boxes for notes and activities.</div><div>25</div></div>



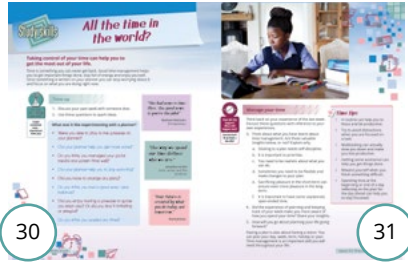
Formal assessment Term 1: assignment, written task (25 marks) Suggested activities and mark allocation	Lesson 2.1 - 2.6 Instructions: You have learned about sexual behaviour, sexual consent, healthy and unhealthy relationships, and the physical and emotional effects of teenage sexual activity. To consolidate your knowledge, you will create a pamphlet that informs teenagers about the risk factors and possible consequences of engaging in sexual activity at a young age. Mark allocation Your pamphlet must include the following: 1. Title and Introduction: A creative, attention-grabbing title. A brief introduction explaining why the topic is important for teenagers. 2. Risk Factors: List and explain at least three risk factors of teenage sexual activity. 3. Physical and Emotional Effects: Describe three possible physical effects (e.g., pregnancy, STIs) and three emotional effects (e.g., stress, regret). 4. Healthy Relationships and Consent: Explain what constitutes a healthy relationship. Clarify the importance of consent and mutual respect in relationships. 5. Visual Elements: Use images, diagrams, or symbols that support your message and engage your audience. 6. Language and Presentation: Use clear, positive language that is appropriate for your peers. Ensure the pamphlet is visually appealing and easy to read. Important Note: Be creative but ensure your content is accurate and appropriate. The pamphlet must be original and reflect your own understanding. Submit your completed pamphlet on the due date.
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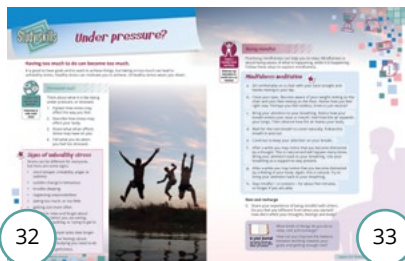

Lesson set 3: Time-management skills; reading and writing for different purposes

Time: 3 hours

CAPS

- Time-management skills: accountability in carrying out responsibilities
 - How to organise one's work
 - How to use time effectively and efficiently
- Reading and writing for different purposes:
 - Keeping a journal; summarising and improving reading and writing skills

Time-management skills; reading and writing for different purposes	Core knowledge / Key messages	Activity / Key skills	Pages 26 - 41
Lesson 3.1 Planning our time <div>60m</div>	Planning ahead can help you organise your life.	Learners brainstorm and prioritise a 'to do' list for the coming week. Key skill: Find your own way to solve it Using a planner, they work through a series of questions that help them schedule the next week. They then try and stick to this plan, bearing in mind that they may need to be flexible. Key skill: Make a choice and decide	 <div>2627</div>
Info Page C Sample planner	Support for Lesson 3.1 A planning template supports learners to schedule their following week.		 <div>2829</div>
Formal assessment Term 1: assignment, written task (15 marks) Suggested activities and mark allocation	Lesson 3.1: Planning Our Time Instructions: Complete the following task on time management and study skills. Weekly Time Plan 1. Create a detailed weekly schedule for yourself, including school hours, study times, recreational activities, and personal time. Ensure your schedule reflects balance and effective use of time. (10) 2. Explain how your schedule helps you manage your time effectively. (2) Note: You may refer to Info Page C on pages 28-29 for an example of a weekly time planner		
Lesson 3.2 All the time in the world? <div>30m</div>	Taking control of your time can help you get the most out of your life. Having a plan is also about having a vision. Time management is an important skill you will need throughout your life.	Working in pairs, learners reflect on and discuss what it was like working with their individual schedules. Key skill: Test your idea – change your mind Learners consider what they have learnt about time management and what insights they would like to apply going forward. Key skill: How did this happen? What will happen next?	 <div>3031</div>

Time-management skills; reading and writing for different purposes	Core knowledge / Key messages	Activity / Key skills	Pages 26 - 41
Lesson 3.3 Under pressure? <div>30m</div>	It is good to have goals and to want to achieve things, but taking on too much can lead to unhealthy stress. It is important to balance working towards goals and getting enough rest.	Learners think about what it is like being under pressure and note the symptoms of unhealthy stress. Key skill: Explore and express your emotions They then practise a mindfulness exercise to help them to relax. Finally, they identify different ways of de-stressing. Key skill: Enjoy a healthy mind and body	 <div>3233</div>
Discuss different ways of managing stress: effective planning, exercise, healthy eating, drinking enough water and getting enough sleep.			
Lesson 3.4 Stairways to the stars <div>30m</div>	Reading is a good way of relaxing and stretching your horizons. The more you read, the better your language skills become. If you think reading is not for you, it might mean you have not yet discovered the right book.	Learners share their experiences of reading. Key skill: Explore and express your emotions Learners read about different book genres, do their own research, and identify five books they would like to read. They challenge themselves to read more and to tell others about these books. Key skill: Search, record, compare	 <div>3435</div>
Challenge yourself – as a teacher – to this reading challenge and share your own personal experiences of reading with your learners. Find out what reading resources are available in your community and make sure learners can access relevant, engaging books.			

Lesson set 3: Time-management skills; reading and writing for different purposes

Time: 3 hours

CAPS

- Time-management skills: accountability in carrying out responsibilities
 - How to organise one's work
 - How to use time effectively and efficiently
- Reading and writing for different purposes:
 - Keeping a journal; summarising and improving reading and writing skills

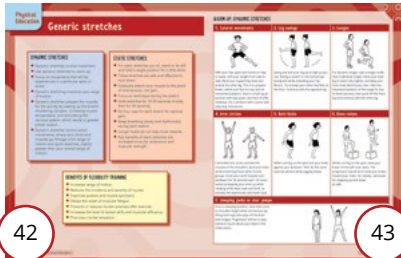





Time-management skills; reading and writing for different purposes	Core knowledge / Key messages	Activity / Key skills	Pages 26 - 41
Info Page D & E Find your 'page turner' Explore more book genres	Support for Lesson 3.4 Descriptions of different book genres help the learners to discover what kinds of books interest them most.		<div><div>Find your 'page turner'...</div><div><div>36</div><div>37</div></div></div> <div><div>Explore more book genres</div><div><div>38</div><div>39</div></div></div>
Lesson 3.5 "If you don't like someone's story, write your own." <div>30m</div>	Writing your own truth is a way of exploring the world and your place in it. If you use a language to express yourself and make meaning you will – over time – develop your writing skills.	Learners find out about the performance poet, Xabiso Vili, and how he discovered his talent. After reading his poem, they follow steps and write their own free verse poem in a language of their choice. <i>Key skill: Create an image or a story to show what it is like</i>	<div><div>"If you don't like someone's story, write your own."</div><div><div>40</div><div>41</div></div></div>
End of Term check in: Learners choose their two favourite activities from the term together with the skill that they learned from each activity.			





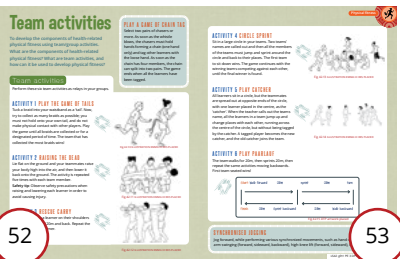
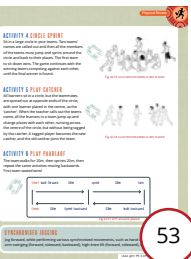
Activities that promote physical fitness and strength

Time: 10 hours

CAPS

- Participation in activities that improve physical wellness level
- Participation and movement performance in activities that improve physical wellness level
- Safety issues relating to fitness activities.

Physical education	Core knowledge	Activities	Pages 42 - 53
Dynamic stretches (Warm-ups)	Use dynamic stretches to warm up at the beginning of the lesson. Choose appropriate stretches for the activity in the lesson.	1. Lateral movements 2. Leg swings 3. Lunges 4. Arm circles 5. Butt kicks 6. Knee raises 7. Jumping jacks or star jumps	 42  43
Static stretches (Cool-downs)	Static stretches are done at the end of a lesson to cool down.	1. Chest stretch 2. Tricep stretch backward 3. Calf stretch 4. Hamstring stretch A 5. Hamstring stretch B 6. Quadriceps stretch 7. Gluteus stretch 8. Groin stretch 9. Outer thigh stretch 10. Lower back stretch 11. Abdominal stretch 12. Wrist stretch	 44  45
Circuit training	Circuit training helps to build muscle strength and endurance, as well as improve cardiovascular fitness and flexibility.	A fast-paced fitness programme with this series of exercises at stations: stationary running, headstand, leg raises, elevated long sitting, high knees running, tuck jumps, agility T-roll, lunges, caterpillar walk and speed ladder drill.	 46  47

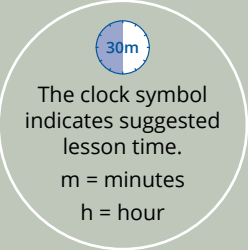
Physical education	Core knowledge	Activities	Pages 42 - 53
Obstacle course	This fitness programme will build muscle strength and endurance, as well as improve your cardiovascular fitness, speed and flexibility	A series of challenging physical obstacles that teams or individuals must navigate while being timed. Activities include star drill, weighted bucket drill, bench, leopard crawl, crab walking, tyre speed drill, double leg jumps, object flip, tyre crawl and bench plank.	 48  49
Partner activities	Partner activities can be used to develop physical fitness.	Activities include frisbee golf, partner activities, cardiovascular activities, joint flexibility, muscular endurance, muscular strength, agility and joint flexibility.	 50  51
Team activities	Team activities can be used to develop physical fitness.	Activities include game of tails, raising the log, rescue carry, circle sprint, play catcher and play paarlauf.	 52  53
Formal assessment Term 1: Physical Education Task (PET) Suggested activities for movement performance (30 marks)	Participation and movement performance in activities that improve physical wellness and health. Activities that promote safety measures that relates to fitness activities.		

Lesson set 4: Issues relating to citizens’ rights and responsibilities

Time: 2 hours

CAPS

- Concept: Issues relating to citizens’ rights and responsibilities:
 - Respect for others’ rights: people living with different disabilities and HIV and AIDS (infected and affected)
 - Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Workers’ Day, Women’s Day, Africa Day, Nelson Mandela Day, World Refugee Day and national health days
 - Plan and participate in a local celebration of a national day



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 will be included in the exam.

Issues relating to citizens’ rights and responsibilities	Core knowledge / Key messages	Activity / Key skills	Pages 54 - 57
<div>Lesson 4.1</div> <div>Claiming our rights</div> <div>30m</div>	National days are celebrations of our rights. They are also calls for action.	Learners discuss and reflect on the historical and personal significance of Freedom Day, Workers’ Day and Youth Day. Key skill: Explore and express your emotions They look at photographs which draw attention to contemporary rights issues and discuss national days as reminders of our rights. Key skill: How did this happen? What will happen next?	<div>54</div> <div>55</div>
<p>This activity places emphasis on the national days that are celebrated in this term. In the next lesson, the learners will choose one of these days to celebrate. Although there is this above focus, display a calendar of all the national days in your classroom and refer to them and their significance.</p> <p>Note the following for question 5: the underlying meaning of national days remains pertinent today:</p> <p>Image 1: These people are being forcefully removed and do not have access to housing, so we are reminded that some South Africans are not ‘free’ and still endure inequality, poverty and unemployment.</p> <p>Image 2: Workers have the right to wellbeing in the workplace but miners are still vulnerable to silicosis, a life-threatening disease.</p> <p>Image 3: Many years after the 1976 Student Uprising, Philippi High School learners are protesting about their right to access quality education.</p>			
<div>Lesson 4.2</div> <div>It’s an event!</div> <div>60m</div>	Being able to organise a successful event is a very useful life skill. Careful preparation and collaboration are essential.	Learners choose a national day and follow steps to plan and prepare a commemorative event at their school, or in the community. Key skill: Make a choice and decide	<div>56</div> <div>57</div>
<p>Discuss Steps 1 and 2 of the event planning as a class. Thereafter divide your learners into groups and task each group to make a different contribution to the event. As the teacher, you will need to choreograph and coordinate the activities. Create an event schedule taking into consideration the available time and how proceedings will begin and conclude.</p> <p>Use the Assessment Rubric alongside to assess your learners. Make sure they understand the criteria you will use before they begin this group activity. You can use concrete evidence such as their planning tools and posters, but most of the evidence for the assessment will be based on your observations of the learners’ participation in this process. Make notes about each group’s progress as this process unfolds to inform your final assessment.</p>			


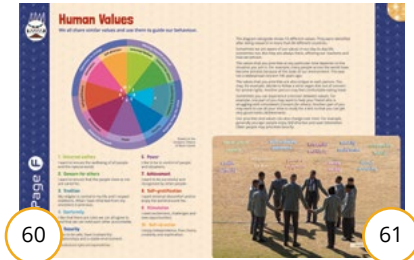
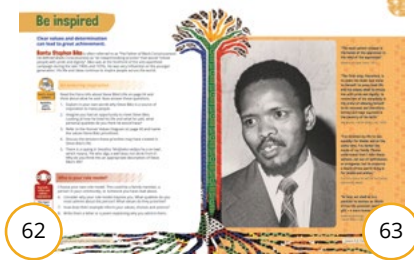

Assessment Rubric Lesson 4.2: It’s an event!	
Group Names	
CAPS Focus: Concept: Issues relating to citizen’s rights and responsibilities	
Assessment Focus	Assessment Criteria
1 MESSAGE	
a. Did the group identify a meaningful message about the National Day?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
b. Did they convey this message clearly?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
Message Total	/ 10 marks
2 PROMOTION	
a. Did the group implement a clear communication strategy beforehand?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
b. Did this strategy stimulate interest and excitement in the event?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
Promotion Total	/ 10 marks
3 PLANNING	
a. Did the group plan comprehensively?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
b. Was their plan practical and useful?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
c. Did they take into consideration back up plans?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
d. Did the group implement their plans effectively?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
e. Were they able to improvise or adjust their plans if needed?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
Planning Total	/ 25 marks
4 EVENT	
a. Did the event engage meaningfully with the significance of the National Day?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
b. Did the event run smoothly?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
c. Did the event activities express creativity?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
d. Was the event impactful and well received by the target audience?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
e. Did the group also enjoy the celebration?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
f. Did the group tidy up effectively afterwards?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
Event Total	/ 30 marks
5 GROUPWORK	
a. Were all group members actively involved?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
b. Did the group collaborate effectively?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
c. Did their strategy draw on the different strengths of group members?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
d. Was the group able to tackle challenges effectively?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
e. Did the group grow and learn through this process?	Limited (1) Adequate (3) Proficient (4) Excellent (5)
Groupwork Total	/ 25 marks
TOTAL	/ 100 MARKS
Group Comments	

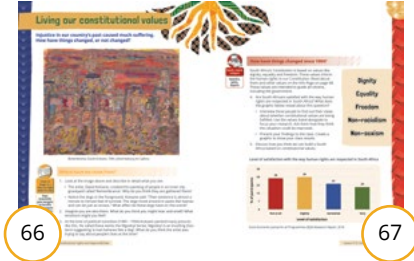



Lesson set 5: Constitutional values

Time: 3 hours

CAPS

- Concept: Constitutional values as stated in the South African Constitution
 - Positive and negative role models
 - Role models for upholding constitutional values: parents and leaders in the community/society
 - Applying these values in daily life

Constitutional values	Core knowledge / Key messages	Activity / Key skills	Pages 58 - 73
Lesson 5.1 What do you value most? 30m	Values motivate and shape who you are. They influence your choices, goals and the way you treat other people.	Using a Human Values diagram, learners analyse the different values embedded within a series of statements. Key skill: Listen deeply to someone's feelings and thoughts Learners analyse the Human Values diagram as a tool for understanding values. Key skill: Create an image or a story to show what it is like Learners reflect on their own personal values and how they shape their priorities. Key skill: Step back – reflect and rethink – step back in	
This lesson is focussed on personal values, followed by an exploration of inspiring values. This forms the foundation for constitutional values that are explored in Lesson 5.3 and 5.4.			
Info Page F Human Values	Support for Lesson 5.1 Learners refer to the 10 values in a Values diagram and supporting information when they work on Lesson 5.1. This model is adapted from Schwartz Theory of Basic Values, from the Common Cause Handbook.		
Lesson 5.2 Be inspired 30m	Clear values and determination can lead to great achievement. Bantu Stephen Biko, often referred to as 'The Father of Black Consciousness', is a role model who inspires people across the world.	Learners read about Steve Biko's life and reflect on his values and why his example inspires others. Key skill: Search, record, compare They choose their own role model and write them a letter explaining why they admire them. Key skill: Step back – reflect and rethink – step back in	
Info Page G Steve Biko: A timeline	Support for Lesson 5.2 This Info Page gives learners insight into Steve Biko's life and contribution to anti-apartheid campaign during the late 1960s and 1970s.		

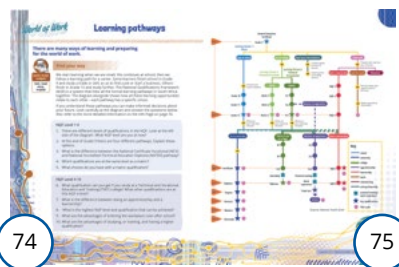


Constitutional values	Core knowledge / Key messages	Activity / Key skills	Pages 58 - 73
Lesson 5.3 Living our constitutional values 30m	Injustice in our country's past caused much suffering. More work needs to be done to ensure our constitutional values are fulfilled.	Learners look at a painting by David Koloane and discuss what this reveals about South Africa in the early 1990s. Key skill: Create an image or a story to show what it is like Learners interview three people about whether constitutional values are being fulfilled today. They create a graphic to show the results and discuss how we can further build a country based on constitutional values. Key skill: Search, record, compare	
Info Page H Our constitutional values / The Freedom Charter values	Support for Lesson 5.3 and Lesson 5.5 The constitutional values, as drafted in the South African Constitution, to support Lesson 5.3. The Freedom Charter, adopted in 1955 by the Congress of the People, to support Lesson 5.5.		
Lesson 5.4 Healing the past 30m	Our Constitution stresses the importance of recognising injustice and healing the divisions of the past.	Learners read about the lives of Albie Sachs and Nokuthula Simelane, and the sacrifices they made in the struggle against apartheid. They discuss reconciliation and what is necessary for South Africans to move on from the cruelties of the past. Key skill: Listen deeply to someone's feelings and thoughts	
Lesson 5.5 We the people... 60m	The adoption of the Freedom Charter in 1955 was a historic landmark and still forms the basis for our Constitution today.	Learners read about the historic importance of the Freedom Charter. They argue which freedoms are still limited in South Africa today. Key skill: Convince someone of your point of view Working as a group, learners draft a petition about a particular freedom or need for change. Key skill: Listen, talk and work it out together	




Lesson set 6: Options available after completing Grade 9: Knowledge of the world of work

Time: 3 hours

CAPS

- Concept: Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – FET Colleges) qualifications
 - Implications of choices: choice between NSC and NCV
- Knowledge of the world of work: rights, responsibilities and opportunities in the workplace

Options available after completing Grade 9: Knowledge of the world of work	Core knowledge / Key messages	Activity / Key skills	Pages 74 - 93
Lesson 6.1 Learning pathways <div>30m</div>	There are many ways of learning and preparing for the world of work. The National Qualifications Framework (NQF) is a system that links all the formal learning pathways in South Africa together.	A series of questions help learners to understand the NQF diagram and how all potential learning pathways progress and relate to each other. <i>Key skill: Search, record, compare</i>	 <div>7475</div>
The Learning Pathways are complex, you may wish to task your learners to read this Info Pagermation as preparation for Lesson 6.1.			
Info Page I More about your learning options	Support for Lesson 6.1 This Info Page provides background information to the Learning Pathways Diagram in Lesson 6.1.		 <div>7677</div>
This lesson introduces learners to the 'big picture' and gives them a bird's eye view of different learning pathways. They will deepen their understanding of specific pathways as they progress through this series of lessons.			
Lesson 6.2 Different people, different paths <div>30m</div>	Careers can unfold in many different ways. Dedication and hard work is required to progress on a career path. Besides diploma and degree options, short courses and certificates can be an important way of developing your skills.	Learners choose a story and answer questions which deepen their understanding of career journeys and the Learning Pathways Diagram, specifically the school and college routes. They then share their insights with others. <i>Key skill: Tell a story based on the evidence</i>	 <div>7879</div>



Options available after completing Grade 9: Knowledge of the world of work	Core knowledge / Key messages	Activity / Key skills	Pages 74 - 93
Info Page J Colleges and universities	Support for Lesson 6.2 Learners find out about education and training provided by colleges and universities.		 <div>8081</div>
Lesson 6.3 More paths, more possibilities <div>30m</div>	Attending university or college are not the only ways to learn and progress. Important skills can be gained through apprenticeships. It is also possible to start your own business.	Again, learners choose a story and answer questions which deepen their understanding of careers, specifically apprenticeships and entrepreneurship. They then share their insights with others. <i>Key skill: Tell a story based on the evidence</i>	 <div>8283</div>
Info Page K Learn while you earn	Support for Lesson 6.3 Learners find out about on-the-job workplace training: apprenticeships and learnerships.		 <div>8485</div>


Lesson set 6: Options available after completing Grade 9: Knowledge of the world of work

Time: 3 hours

CAPS

- Concept: Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – FET Colleges) qualifications
 - Implications of choices: choice between NSC and NCV
- Knowledge of the world of work: rights, responsibilities and opportunities in the workplace

Options available after completing Grade 9: Knowledge of the world of work	Core knowledge / Key messages	Activity / Key skills	Pages 74 - 93
Lesson 6.4 Be an entrepreneur <div>30m</div>	A career path is seldom easy going all the way. Resilience is your ability to bounce back in the face of difficulty. It enables you to learn from hard times and transform a problem into a new opportunity.	Learners explore Richard Maponya's career as an example of resilience. They consider different strategies to strengthen their own resilience going forward. Key skill: How did this happen? What will happen next?	
Lesson 6.5 How do you tell your boss? <div>30m</div>	You need to know your rights and how to handle challenging situations in the workplace.	Learners work as a group and choose a challenging work situation. They refer to employee and employer rights and follow steps to come up with a way of addressing a workplace concern. Then they prepare to act out their communication strategy. Key skill: Convince someone of your point of view After acting out their strategies, the learners reflect on how successfully they communicated with their 'boss'. Key skill: Test your idea – change your mind	

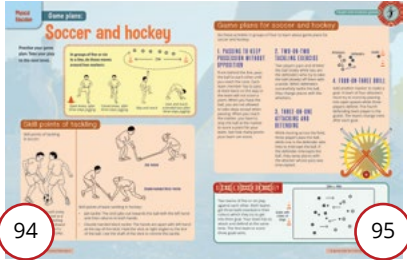
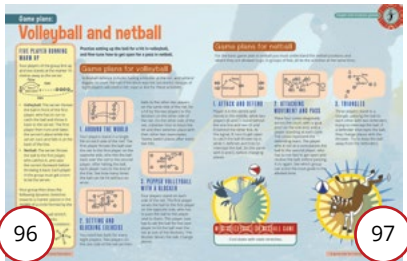
Options available after completing Grade 9: Knowledge of the world of work	Core knowledge / Key messages	Activity / Key skills	Pages 74 - 93
Info Page L & M Employee rights & Summary: Labour Relations Act	Support for Lesson 6.5 Learners refer to the rights of employers and employees when they work on one of the workplace scenarios in Lesson 6.5.		
End of Term check in: Learners choose their two favourite activities from the term together with the skill that they learned from each activity.			

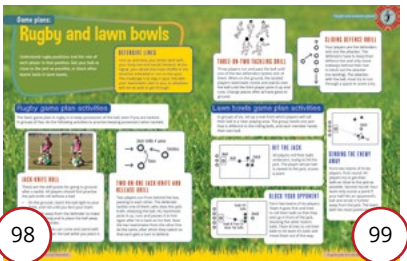
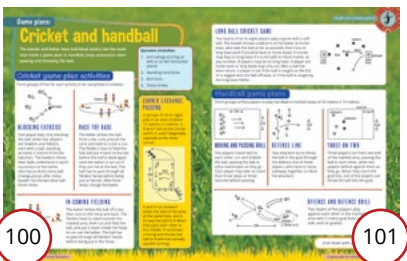
Activities that promote skills in sports

Time: 8 hours

CAPS

- Participation in and execution of a game plan for individual or team sport
- Participation and movement performance in a game plan for individual or team sport
- Safety issues relating to participation in sport

Physical education	Core knowledge	Activities	Pages 94 - 101
Soccer and hockey game plans	Teamwork in offensive and defensive situations in soccer and hockey.	Soccer passing to keep possession, tackling and getting open. Hockey passing to keep possession, tackling and getting open.	 <div>9495</div>
Volleyball and netball game plans	Teamwork in offensive and defensive situations in volleyball and netball.	Volleyball strategic positioning to keep the ball in play and passing to get the ball into position to spike. Netball interception and getting open.	 <div>9697</div>

Physical education	Core knowledge	Activities	Pages 94 - 101
Rugby and lawn bowls game plans	Teamwork in offensive and defensive situations in rugby and lawn bowls.	Rugby game plan activities: passing to keep possession, tackling, going to ground. Drills include jack-knife roll, two-on-two jack knife and release drill, three-on-two tackling drill, sliding defence drill. Lawn bowls game plan activities: rolling to get close to jack (attacking), rolling to block opponents (defending) . Drills include hitting the jack, blocking your opponent and sending the enemy away.	 <div>9899</div>
Cricket and handball game plans	Teamwork in offensive and defensive situations in cricket and handball.	Cricket game plan activities: blocking exercise, race the base, incoming fielding, long ball cricket game, batting to different balls, setting up field for different balls. Handball game plan activities: moving and passing drill, defence line drill, three on two, passing and moving to get open, and defending. Use a hoop, two cones or a basket as a goal.	 <div>100101</div>
Formal assessment Term 2: Physical Education Task (PET) Suggested activities for movement performance (30 marks)	Participation and movement performance in activities that improve physical wellness and health. Activities that promote safety measures that relates to fitness activities.		

Lesson set 7: Career and subject choices

Time: 3 hours

CAPS

- Concept: Career and subject choices
 - Subjects in Grades 10, 11 and 12
 - Careers related to different subjects
 - Qualities relating to different careers and subjects: strengths and weaknesses; interests and abilities
 - Decision-making skills: steps in choosing subjects relating to interests and abilities and career of interest

30m

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

Career and subject choices	Core knowledge / Key messages	Activity / Key skills	Pages 102 - 115
Lesson 7.1 Who are you – really? <div>30m</div>	Self-knowledge is important when you make decisions. Decisions create the pathway that determines your future. Make your decisions deliberately with your own potential in mind.	Learners brainstorm their personal interests, strengths and values. This later informs their subject choices. Key skill: Ask questions that will help you understand what is going on	<div><div>102</div><div>103</div></div>
If possible, facilitate access to online aptitude tests for your learners. It is useful to do different tests and compare the results.			
Lesson 7.2 Explore career matches <div>30m</div>	Each person is unique, complex and changing. Most people’s career profile has more than one trait or personality type.	Learners do a quiz to explore which careers may suit them in the future. Key skill: Step back – reflect and rethink – step back in	<div><div>104</div><div>105</div></div>
Info Page M Different career profiles	Support for Lesson 7.2 After completing the quiz, learners identify their individual, relevant profile and find out more about it: Creator, Thinker, Doer, etc. The matching careers and career fields help to open up new career options for them.		<div><div>106</div><div>107</div></div>
Lesson 7.3 Swa le mahlweni swi velekiwa hi swa sweswi <div>60m</div>	The subjects you choose in Grade 9 will affect your future education and career. Have confidence in your final choice and make the best of it. Remember that fixing your ideas about a career path too early can be risky. It is best to be flexible and to have back-up ideas.	Learners consider the difference between Mathematics and Maths Literacy and how these subjects affect further study options. Key skill: Find your own way to solve it Learners reflect on which additional subjects are optimal for them and future careers. Key skill: Make a choice and decide	<div><div>108</div><div>109</div></div>

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. The project assessment is based on Lesson 9.1 - 9.8. Encourage learners to re-explore the concepts relating to School and Online violence covered in these lessons. Learners will work in groups of 5-6 to complete the task. Check the table for these lessons to see the mark allocation for the project and provide learners with their Project Assessment Sheet.




Career and subject choices	Core knowledge / Key messages	Activity / Key skills	Pages 102 - 115
Info Page N What are your options?	Support for Lesson 7.3 Learners read about Mathematics, Maths Literacy and Technical Mathematics. They also survey lists of careers that require Mathematics or Maths Literacy respectively. This supports them to make informed decisions about their subject choices.		<div><div>110</div><div>111</div></div>
Lesson 7.4 Reimagining work <div>30m</div>	New technology is changing the way we work. All learners will need digital skills.	Learners research how technology is impacting on a career field that interests them. Key skill: Convince someone of your point of view Learners research careers that are using technology in exciting, new ways. Key skill: Search, record, compare	<div><div>112</div><div>113</div></div>
New information and communication technology is changing the world of work, almost all jobs require a level of digital skills. In this lesson learners discover how technology advances are impacting on research in anthropology. They also consider how a career field that interests them is being affected by technological developments. Introduce them to some of the ways in which they can develop their digital skills online.			
Lesson 7.5 Find your path <div>30m</div>	A career path can develop in ways you do not expect.	Learners read, discuss and draw insights from a person’s career path. Key skill: Tell a story based on the evidence	<div><div>114</div><div>115</div></div>
In Grade 9, learners need to make important decisions about their subjects for the next year. Although they need to narrow down their interests and aptitudes, it is important to affirm their unknown potential. In the past people often had one career focus, but now it is more common to shift focus or apply skills in a different career field. Many careers are disappearing, but there are also new opportunities on the horizon.			



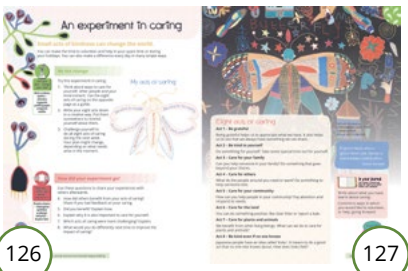
Lesson set 8: Volunteerism

Time: 2.5 hours

CAPS

- Concept: volunteerism
 - Individual and community responsibility
 - Different types of volunteer organisations: contributions of community-based and non-profitable organisations to social and environmental health and sustainable development
 - Different types of volunteer activities: helping those less privileged; assisting those affected and infected by HIV and AIDS and other terminal illnesses

Volunteerism	Core knowledge / key messages	Activity / Key skills	Pages 116 - 127
Lesson 8.1 Ukusiza umuntu ukuzibekela	Helping others is rewarding and can also benefit you.	Learners read about a sea rescue volunteer and identify how volunteering develops personal skills and experience. Key skill: How did this happen? What will happen next? Learners interview local volunteers to broaden their insights into volunteering. Key skill: Ask questions that will help you understand what is going on	 116 117
This series of lessons begins by helping learners to recognise that although volunteers do not earn money, there are many ways in which they can benefit from helping others.			
Lesson 8.2 Why care?	Volunteer work can be inspired and motivated by different values.	Learners read about an HIV activist and consider what motivates her to do this work. They also consider the values that motivate people to volunteer for other organisations. Key skill: Work out what is right and wrong for you	 118 119
Lesson 8.3 You can't be human all by yourself	When people volunteer together they can do great things.	Learners draw inspiration from how residents in Eldorado Park volunteered to transform their community. They identify something they would like to change and work with others to create a potential intervention. Key skill: Listen, talk and work it out together	 120 121

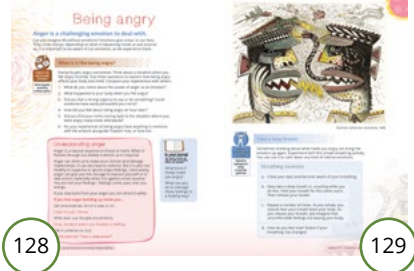
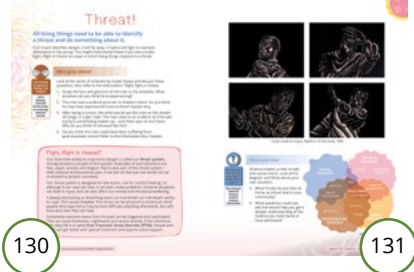
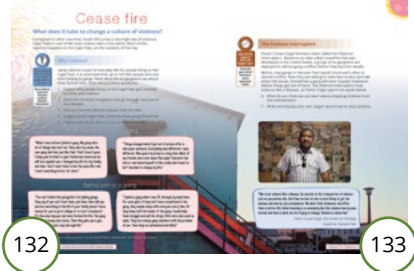
Volunteerism	Core knowledge / key messages	Activity / Key skills	Pages 116 - 127
Lesson 8.4 Make the circle bigger	Scientists predict that half of the Earth's animal species could be extinct by 2050. It is becoming very important to protect and care for our natural environment.	Learners read about volunteer work in a baboon sanctuary. They then create an argument in favour of volunteering to protect endangered species and reduce the loss of biodiversity. Key skill: Work out what is right and wrong for you	 122 123
Info Page O How can we decolonise nature?	Support for Lesson 8.4 Learners read about how the Western colonial system not only colonised Africans, it also colonised nature and wildlife. Our attitude of superiority as humans puts ourselves and all living things in danger. Climate change also puts increasing pressure on our access to natural resources.		 124 125
Lesson 8.5 An experiment in caring	Small acts of kindness can change the world.	Eight acts of caring support learners to plan how they can make a difference every day for the next week. They keep notes about their experiment in caring. Key skill: Test your idea – change your mind Learners share their experiences of caring with others. Key skill: Tell a story based on the evidence	 126 127
Learners are introduced to small acts of caring that do not require organisation or a lot of time. Being grateful and generous grows out of a sense of wonder, optimism and curiosity rather than a sense of cynicism or scarcity. Encourage your learners to commit to volunteer work in their spare time or holidays.			

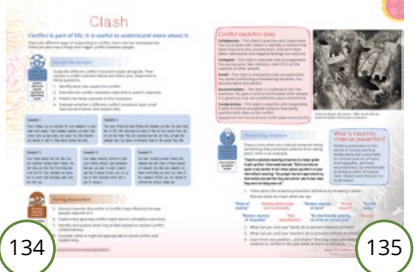


Lesson set 9: Health and safety issues related to violence:

Time: 4 hours

CAPS

- Concept: Health and safety issues related to violence
 - Common acts of violence at home, school and in the community
 - Reasons that violence occurs in families and communities and among friends and peers
 - Impact of violence on individual and community health and safety
 - Alternatives to violence: problem-solving skills and managing conflict
 - Protecting oneself and others from acts of violence: where to find help National health and/or safety promotion programmes

Health and safety issues related to violence	Core knowledge / Key messages	Activity / Key skills	Pages 128 - 145
Lesson 9.1 Being angry <div>30m</div>	Anger can drive us to make poor choices and can damage relationships and lead to violence, but it is also not healthy to suppress or ignore angry feelings. If you step back from your anger, you can direct it safely. Used wisely, anger can give you the courage to express yourself or to take action.	Learners reflect on and discuss how anger affects their bodies and mind. Key skill: Explore and express your emotions They then experiment with a simple breathing activity that can calm down intense emotions. Key skill: Enjoy a healthy mind and body	 <div>128129</div>
Lesson 9.2 Threat! <div>30m</div>	Our instinctive ability to respond to danger is called our threat system. A deeply distressing or disturbing event can overwhelm an individual's ability to cope. This causes trauma. Sometimes extreme stress from the past can be reactivated causing Post Traumatic Stress Disorder (PTSD). This condition can be treated and healed.	Learners look at a series of artworks about someone who experienced post-traumatic stress and develop insight into the impact of trauma. Key skill: Listen deeply to someone's feelings and thoughts They then think about potential threats in their own situation. Key skill: Ask questions that will help you understand what is going on	 <div>130131</div>
Lesson 9.3 Cease fire <div>30m</div>	Compared to other countries, South Africa has a very high rate of violence. We need to consider how to change this culture of violence.	Learners reflect on ways of stopping violence in South Africa. Key skill: Ask questions that will help you understand what is going on Learners think about gang violence and explore an intervention aimed at reducing violence in a community. Key skill: How did this happen? What will happen next?	 <div>132133</div>


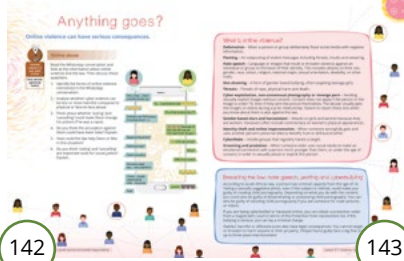

Health and safety issues related to violence	Core knowledge / Key messages	Activity / Key skills	Pages 128 - 145
Lesson 9.4 Clash <div>30m</div>	Conflict is part of life. There are different ways of responding to conflict. Each one has consequences.	Learners refer to different conflict styles and analyse a range of conflict scenarios. Key skill: Listen, talk and work it out together Learners reflect on the need for different approaches to conflict in particular situations. Key skill: Find your own way to solve it They then share a time when they witnessed someone preventing violence and a time when they prevented violence from taking place Key skill: convince someone of your point of view	 <div>134135</div>
Lesson 9.5 Crisis is opportunity <div>30m</div>	Conflict can cause extreme reactions and the situation can quickly get out of control. It can therefore damage relationships. But if conflict is managed well, it leads to deeper understanding and more meaningful relationships.	Learners read a story about conflict in a classroom. Using conflict mediation steps, they explore how this situation could bring about positive change. Key skill: Listen, talk and work it out together	 <div>136137</div>
Info Page P Handling violence at school	When an incident of violence occurs at a school, it is important to report it and follow a specific process. People affected by violence may also need counselling.		 <div>138139</div>

Lesson set 9: Health and safety issues related to violence:

Time: 4 hours

CAPS

- Concept: Health and safety issues related to violence
 - Common acts of violence at home, school and in the community
 - Reasons that violence occurs in families and communities and among friends and peers
 - Impact of violence on individual and community health and safety
 - Alternatives to violence: problem-solving skills and managing conflict
 - Protecting oneself and others from acts of violence: where to find help National health and/or safety promotion programmes

Health and safety issues related to violence	Core knowledge / key messages	Activity / Key skills	Pages 128 - 145
Lesson 9.6 Fixing what's broken <div>30m</div>	Punitive justice does not repair the relationship between the perpetrator and victim and can lead to resentment and fear. In contrast, restorative justice does not seek to blame or punish, but to deepen understanding and heal relationships through dialogue.	Learners work in pairs and choose a scenario. They step into the shoes of the people involved in a conflict situation and take turns to participate in a restorative justice process. Key skill: Listen deeply to someone's feelings and thoughts They then discuss if restorative justice could be used to solve a problem at their school. Key skill: Ask questions that will help you understand what is going on	
Lesson 9.7 Anything goes? <div>30m</div>	Online violence is often thought to be 'normal', but can have serious consequences.	Learners read a WhatsApp conversation and analyse an example of online violence in terms of the law. Key skill: Convince someone of your point of view	
Lesson 9.8 Ukipenda amani utavuna amani [Swahili] <div>30m</div>	We have a soothing emotional system which calms us down and balances our drive and threat systems. Kindness and feeling connected to others can help heal the impact of conflict.	Learners form a kindness circle and give everyone a chance to talk and be heard by the group. Key skill: Listen, talk and work it out together Learners take turns to affirm each other. Key skill: Listen deeply to someone's feelings and thoughts Finally, learners consider how our human drive systems work and the importance of kindness in balancing and calming us. Key skill: Enjoy a healthy mind and body	

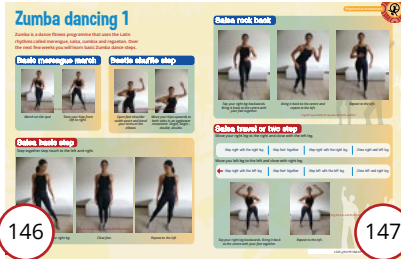
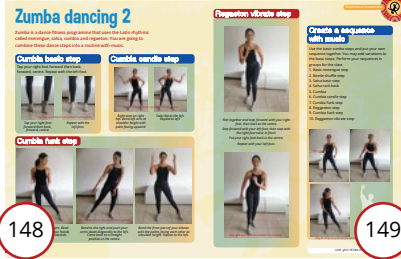
Formal assessment Term 3: project (70 marks) Suggested activities and mark allocation	Lesson set 9: Term 3 Project Creating a Hashtag (#) to Raise Awareness on School and Online Violence Instructions: You will work in groups of 5-6 to create a unique and impactful hashtag (#) that raises awareness about school and online violence. Your hashtag should help educate your peers on violence prevention, reporting abuse, and promoting positive online behaviour. Steps to Complete the Task: Step 1: Research and Understand the Issues (20 marks) Investigate different types of violence in schools and online, including cyberbullying, hate speech, and other forms of online abuse. Explain how the identified violence can impact individuals and the school environment. Step 2: Develop Your Hashtag (15 marks) Brainstorm and design a creative hashtag that effectively captures the message of promoting non-violence and positive behaviour. Ensure your hashtag is clear, memorable, and impactful. Step 3: Justify Your Hashtag (15 marks) Prepare a short explanation (200-300 words) on the meaning of your hashtag and how it relates to school and online violence prevention. Explain how your hashtag can inspire positive behaviour and awareness. Step 4: Create a Visual or Campaign Poster (10 marks) Design a visual aid (e.g., poster or digital graphic) that includes your hashtag and key messages about preventing violence and promoting positive behaviour. Step 5: Present Your Work (10 marks) Present your hashtag and campaign ideas to the class in a 2-3-minute presentation. Each group member should contribute to the presentation
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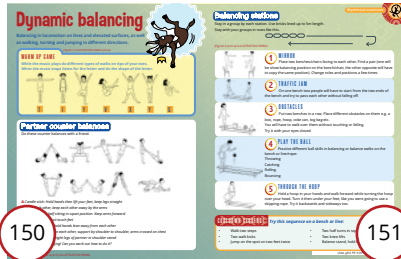
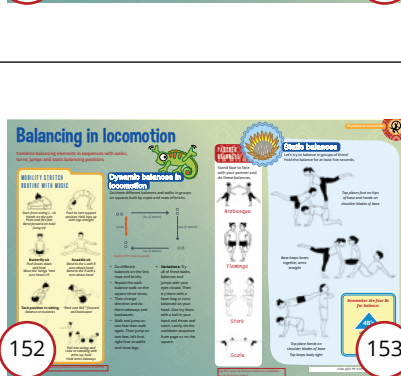
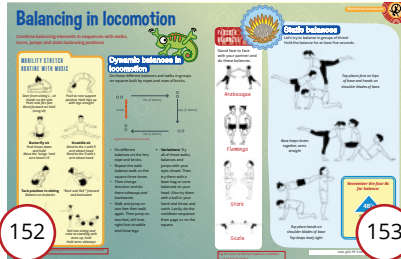
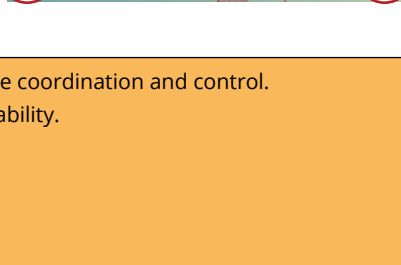
Movement activities that promote skills

Time: 10 hours

CAPS

- Participation and refinement of own and peer performance in movement activities
- Participation and movement performance in movement activities
- Safety issues relating to movement activities

Physical education	Core knowledge	Activities	Pages 146 - 153
Zumba dancing 1	Zumba is a dance fitness programme that uses Latin rhythms called merengue, salsa, cumbia and regaeton.	Movements include merengue step-march, twist, beetle shuffle-step, upper body movements (eggbeater), salsa basic step, salsa rock back, salsa travel, and salsa two step.	 146
Zumba dancing 2	Use body in isolation (different parts working together). Perform sequences expressing own creativity.	Movements include cumbia basic step, cumbia candle step, cumbia funk step, regaeton vibrate step, and creating a sequence with music.	 148

Physical education	Core knowledge	Activities	Pages 146 - 153
Dynamic balancing	Basic dynamic balancing and balancing in locomotion.	Games and activities: partner counterbalances, balancing stations, mirror, traffic jam, obstacles, play the ball, and through the hoop.	<div>150</div> <div>151</div>
Balancing in locomotion	Balancing in locomotion and combining balancing activities in a prescribed sequence.	Games and activities: a sequence of balances, balancing structures in groups of three, and partner balances.	<div>152</div> <div>153</div>
Formal assessment	Participation and movement performance in programmes that demonstrate coordination and control. Activities that improves musicality, rhythm, timing skills and strengthens stability.		
Term 3: Physical Education Task (PET) Suggested activities for movement performance (30 marks)			

Lesson set 10: Study and career funding providers; plan for own lifelong learning

Time: 2 hours

CAPS

- Study and career funding providers
- Plan for own lifelong learning: goal-setting for lifelong learning

30m

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

Study and career funding providers; plan for own lifelong learning	Core knowledge / Key messages	Activity / Key skills	Pages 154 - 161
Lesson 10.1 Going places <div>30m</div>	Each bursary and scholarship is different. It is important to apply for many and to study the agreement details carefully. A NSFAS and student bank loan differ in their long term implications for students.	Learners read about how a scholarship helped to make a person’s career dreams a reality. They discuss and differentiate between a scholarship, bursary, NSFAS loan and student loan. Key skill: Search, record, compare	<div><div>154</div><div>155</div></div>
Info Page Q Who can help fund your studies?	Support for Lesson 10.1 Learners read about the various options for financial aid to support their future studies.		<div><div>156</div><div>157</div></div>

Assessment for Term 4 consists of an End-Year Exam for 70 marks and a Physical Education Task (PET) for 30 marks, making a total of 100 marks.



Study and career funding providers; plan for own lifelong learning	Core knowledge / Key messages	Activity / Key skills	Pages 154 - 161
Lesson 10.2 Learn for free <div>30m</div>	You do not have to go to university or college to study further. There are many online courses available. Some of them do not cost anything.	Learners read about online learning. Then make an argument for or against the statement, ‘The future of education is online’. Key skill: Convince someone of your point of view They then investigate some online education providers and the courses that they offer. Key skill: Search, record, compare	<div><div>158</div><div>159</div></div>
Lesson 10.3 Iphupho lami <div>60m</div>	There are many ways to learn in life. A vision can help to inspire and focus your energy to achieve great things.	Learners read about someone whose vision – in spite of many challenges – has helped them innovate and take initiative. They brainstorm their own vision and make a personal poster to remind them of what they are working towards. Key skill: Enjoy a healthy mind and body	<div><div>160</div><div>161</div></div>

Lesson set 11: Contributions of various religions in promoting peace

Time: 1 hour

CAPS

- Concept: Contributions of various religions in promoting peace



Contributions of various religions in promoting peace	Core knowledge / Key messages	Activity / Key skills	Pages 162 - 165
Lesson 11.1 Peace, bra! Sharp <div>30m</div>	Religion is sometimes manipulated and used to justify conflict and harm. But considering their core messages can offer a solution to these problems.	In a range of languages, learners greet one another – in peace – and then invent their own greetings. Key skill: Listen, talk and work it out together Learners read and discuss quotes about peace by different spiritual leaders. They then formulate their own statement about peace. Key skill: Search, record, compare Learners think of their own peace statements and discuss how they could help to make the world a better place. Key skill: Explore and express your emotions	 <div>162163</div>
Lesson 11.2 Inspired faith <div>30m</div>	Religious values can inspire people to do great things.	Learners read about the role of faith in the lives of Imtiaz Sooliman and Chief Justice Mogoeng Mogoeng. Then they make an argument for 'religion as a force for peace'. Key skill: Convince someone of your point of view	 <div>164165</div>

Lesson set 12: Sport ethics in all physical activities

Time: 1 hour

CAPS

- Concept: Sport ethics in all physical activities




Sport ethics in all physical activities	Core knowledge / Key messages	Activity / Key skills	Pages 166 - 169
Lesson 12.1 For the love of sport <div>30m</div>	A passion for winning can sometimes lead people to 'cross the line'. Performance-enhancing drugs are illegal and bad for your health.	Learners read about an ambitious young rugby player who took steroids. They then prepare for a press conference representing different people affected by this situation. Key skill: Create an image or a story to show what it is like Learners consider the reasons why people take performance-enhancing drugs and why this is unethical and prohibited. Key skill: Find your own way to solve it	 <div>166167</div>
Lesson 12.2 Take a stand <div>30m</div>	We live in a diverse world. Everyone should be treated as equals regardless of religion, race, gender, sexual orientation, age or physical ability.	Learners read about and discuss how players and sports fans have reacted to prejudice and discrimination in sport. Key skill: Work out what is right and wrong for you Learners choose a sports scenario and think of an original, creative way of challenging prejudice before and at this event. Key skill: Create an image or a story to show what it is like	 <div>168169</div>




Lesson set 13: Challenging situations: depression, grief, loss, trauma and crisis

Time: 2.5 hours

CAPS

- Concept: Challenging situations: depression, grief, loss, trauma and crisis
 - Causes of depression, grief, loss, trauma and crisis
 - Counterproductive coping techniques: using alcohol and drugs
 - Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations

Challenging situations: depression, grief, loss, trauma and crisis	Core knowledge / Key messages	Activity / Key skills	Pages 170 - 181
Lesson 13.1 Allowing	When difficult feelings come up, we often ignore them, or push them away. But failing to deal with difficult emotions can make them even more intense and can also affect our wellbeing.	Learners do a guided meditation which supports them to become aware of, and sit with, their emotions. Key skill: Test your idea - change your mind Afterwards they share their experiences of this activity. Key skill: Step back – reflect and rethink – step back in	 170
This activity forms the foundation for dealing with challenging emotions in this series of lessons. Being able to hold difficult feelings requires intention and practise. Do the 'allowing' exercise yourself before facilitating the process. Share your experiences and encourage simple awareness and honest reflection.			
Lesson 13.2 Feeling depressed?	Negative emotions can be useful. They can tell you something about yourself, or about something important that has happened to you. But when depression interferes with your life there are things you can do to take care of yourself.	Learners reflect on what it is like when they feel low and share their experiences with someone else. Key skill: Listen deeply to someone's feelings and thoughts Learners consider strategies to help them deal with depression and identify the symptoms of more serious depression. Key skill: Test your idea – change your mind	 172
Lesson 13.3 It's ok to be sad	Everyone experiences loss and sadness in their lives. It takes time to recover, and there is no 'correct' way to grieve.	Learners distinguish between different kinds of loss. Key skill: Listen deeply to someone's feelings and thoughts Learners look at the Kübler-Ross model of stages of grief and share their personal experiences of the grieving process. Key skill: How did this happen? What will happen next? Learners express how they feel about a loss they have experienced. Key skill: Create an image or a story to show what it is like	 174

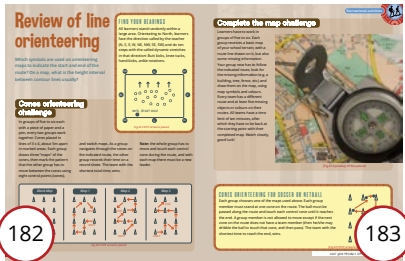
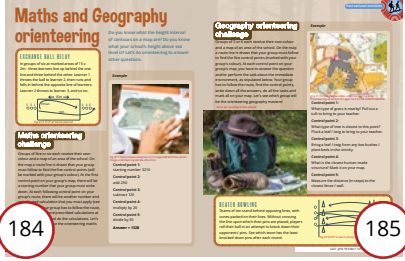
Challenging situations: depression, grief, loss, trauma and crisis	Core knowledge / Key messages	Activity / Key skills	Pages 170 - 181
Lesson 13.4 The pain of our ancestors	Many of the people who have come before us have suffered great loss.	Learners read about a young San boy who lived in the late 1800s. They think about the loss and trauma he and other San people experienced. Key skill: Tell a story based on the evidence Learners think about their family and share some of their suffering. They consider if they need to carry this pain and create a healing message or prayer for their future descendants. Key skill: How did this happen? What will happen next?	 176
Info Page R Land and Loss	Support for Lesson 13.4 Learners read an overview of South African history and consider the violence and loss experienced by previous generations. This informs their understanding of their own personal situation.		 178
Lesson 13.5 Comfortable in my skin	Self-acceptance is an important part of wellbeing. It is not always easy to like all of yourself, but all your different sides create your unique potential.	Learners write a letter to themselves using prompts which help them to practise self-acceptance. Key skill: Make a choice and decide	 180
The focus on challenging emotions in this series of lessons may open up difficult, unresolved experiences in some of your learners. Be sensitive to their different needs and ready to refer individuals for counselling if needed.			

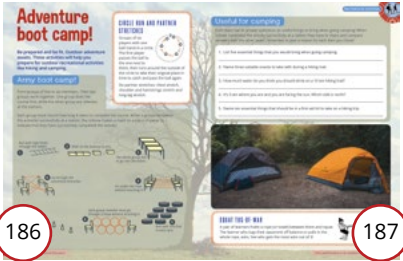
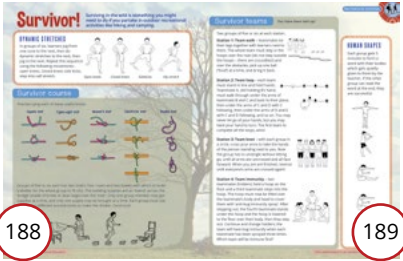
Activities that promote outdoor recreation

Time: 7 hours


CAPS

- Participation and refinement of own performance 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 182 - 191
Review of line orienteering	Orienteering principles and line orienteering.	Cone orienteering game: reading and interpreting maps. Map building through line orienteering: explore the school terrain and complete maps.	 182183
Maths and geography orienteering	Integrating line orienteering with maths and geography challenges.	Line orienteering challenge with maths calculations, map reading, route planning and teamwork activities. Line orienteering challenge with geography questions about the environment and map reading, route planning and teamwork activities.	 184185

Physical education	Core knowledge	Activities	Pages 182 - 191
Adventure boot camp!	Outdoor adventure and fitness activities (hiking, camping and orienteering).	Team fitness course: finding answers to hiking questions. Team obstacle course: finding answers to camping, orienteering and outdoor survival questions.	 186187
Survivor!	Line orienteering and outdoor challenges.	An adventure track which includes orienteering and camping skills: building a shelter, tying knots, reading a map and cooperative teamwork skills.	 188189
Formalassessment Term 4: Physical Education Task (PET) Suggested activities for movement performance (30 marks)	Activities that promote skills in outdoor recreational activities Any choice of outdoor recreational activities, pages 182 – 189		

It’s a Wrap

It’s a Wrap	Now that your Grade 9 learners have come to the end of their Life Orientation journey, encourage them to use the questions to reflect and share how they have grown during the year.	 190191
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