



[TERM ONE](#)
[TERM TWO](#)
[TERM THREE](#)
[TERM FOUR](#)

[PRINTABLE UNIT QUESTIONS](#)

TERM ONE
 ASSESSMENT: WRITTEN TASK

UNIT TITLE AND UNIT QUESTIONS	UNIT DESCRIPTION	CAPS CONTENT	LEARNING TASKS
1. Who am I? <i>How do we form and shape our identities?</i>	IEE Learners will have an understanding of the terms self-awareness, self-esteem, self-concept, self-talk and self-development. Learners will have an awareness of the influences of other people, the media, environment, religion, culture and community and how this impacts their self-concept. Learners will be equipped with strategies that help build confidence in themselves and others, as well as to enhance self-awareness, self-esteem and self-development.	THEME, CONCEPTS AND AIMS/ASSESS Concept: Development of the self in society Strategies to enhance self-awareness, self-esteem and self-development: factors influencing self-awareness and self- esteem including media. Strategies to build confidence in self and others: communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others. Acknowledge and respect the uniqueness of self and others and respect differences (race, gender and ability).	Self-reflection Task Nosipho Case-Study Definitions The Help Video Discussion Quotes Discussion 5 Influences Brene Brown Task

	<p>INSPIRE The Help Video Discussion</p> <p>ENQUIRE Self-reflection Task Nosipho Case-Study Definitions Quotes Discussion</p> <p>EQUIP 5 Influences Brene Brown Task</p>	<p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be guided to make informed and responsible decisions about their own health and well-being and the health and well-being of others;</i></p>	
<p>2. Power and gender</p> <p><i>How do we form and shape our identities?</i></p>	<p>Learners will acknowledge and respect the uniqueness of self and others and respect differences in race, gender and ability. Learners will have an understanding of the concepts power, power relations, masculinity, femininity and gender. Learners will have an understanding of gender inequality and know the consequences of unequal power relations between men and women. Learners will have a greater awareness of the differences between a man and a woman, reproduction, and roles in the community, as well as stereotypical views of gender roles and responsibilities, and gender differences in physical activities. Learners will have an awareness of the influence of gender inequality on relationships and general well-being in terms of sexual abuse, teenage pregnancy, violence, STIs and HIV/AIDS.</p> <p>INSPIRE Gender Roles Video</p> <p>ENQUIRE Visual Stimulus Discussion</p>	<p>Concept: Development of the self in society</p> <p>Definition of concepts: power, power relations, masculinity, femininity and gender Differences between a man and a woman: reproduction and roles in the community, stereotypical views of gender roles and responsibilities, gender differences in participation in physical activities. Influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, STIs including HIV and AIDS.</p> <p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be guided to make informed and responsible decisions about their own health and well-being and the health and well-being of others; Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Visual Stimulus Discussion Gender and Power Self-Reflection Task Quotes Interrogation Breakout Discussion Gender Roles Video Home Reflection Task</p>

	<p>Quotes Interrogation Breakout Discussion Gender and Power Self-Reflection Task</p> <p>EQUIP Visual Stimulus Discussion Quotes Interrogation Breakout Discussion Home Reflection Task</p>		
<p>3. Physical and mental health</p> <p><i>How do we form and shape our identities?</i></p>	<p>Learners will understand the meaning of good physical and mental health and the relationship between these. Learners will understand the benefits of physical fitness and the value of participation in exercise programs that promote fitness in terms of cardiovascular fitness, muscular strength, endurance and flexibility.</p> <p>INSPIRE Matthew MacConaughey Video Comprehension</p> <p>ENQUIRE Types of fitness Matthew MacConaughey Video Comprehension and Self Reflection Task</p> <p>EQUIP Types of fitness Matthew MacConaughey Video Comprehension and Self Reflection Task</p>	<p>Concept: Development of the self in society</p> <p>Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility. Relationship between physical and mental health.</p> <p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be guided to make informed and responsible decisions about their own health and well-being and the health and well-being of others; Learners will be exposed to an understanding of the value of regular participation in physical activity.</i></p>	<p>Physical Icebreaker Types of Fitness Matthew MacConaughey Video Comprehension and Self Reflection Task</p>
<p>4. Self-knowledge for career choices</p> <p><i>How do I determine what success is?</i></p>	<p>Learners will have explored and further understood self-knowledge in relation to their own interests, abilities, talents and strengths, and how this affects their subject choices, study choices and career choices. Learners will understand the difference between the</p>	<p>Concept: Careers and career choices</p> <p>Knowledge about self in relation to own subjects, career fields and study choices: interests, abilities, talents and strengths.</p>	<p>Self-Reflection Questions The Voice Video Discussion Gallup Institute Stats Personality Test Task</p>

	<p>concepts “career field”, “occupation” and “job”. Learners will have an awareness of how to develop their strengths. Learners will identify their personality type and understand how this knowledge can help them choose their future career. Learners will have a clearer understanding of the National Curriculum Statement (NCS), its requirements and how it will assist them in making the correct subject choices for career options.</p> <p>INSPIRE The Voice Video Discussion</p> <p>ENQUIRE Gallup Institute Stats Personality Test Task Definitions Brainstorm NCS Enquiry</p> <p>EQUIP Personality Test Task Take Home Reflection</p>	<p>Difference between career field, occupation, career and job. Requirements for National Curriculum Statement (NCS): various subjects and career options, steps in choosing and decision-making process.</p> <p><i>Learners will be prepared to respond appropriately to life’s responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	<p>Definitions Brainstorm NCS Enquiry Take Home Reflection</p>
<p>5. Life domains: being, becoming and community</p> <p><i>How do I determine what success is?</i></p>	<p>Learners will have an understanding of the three life domains: being (physical, psychological and spiritual), becoming (practical, leisure and growth) and community (social, physical and community). Learners will be able to evaluate how the three life domains influence and impact their careers choices.</p> <p>INSPIRE Belonging Case Study Video Michelle Obama Case Study Video Nick Vujicic Case Study Video</p> <p>ENQUIRE</p>	<p>Concept: Careers and career choices</p> <p>Knowledge about life domains: being (physical, psychological and spiritual), becoming (practical, leisure and growth) and community (social, physical and community).</p> <p><i>Learners will be prepared to respond appropriately to life’s responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	<p>Quote Reflection Discussions Belonging Case Study Video Michelle Obama Case Study Video Nick Vujicic Case Study Video Home Learning Reflection Task Domains Enquiry</p>

	<p>Belonging Case Study Video Michelle Obama Case Study Video Nick Vujicic Case Study Video Home Learning Reflection Task Quote Reflection Discussions</p> <p>EQUIP Domains Enquiry</p>		
<p>6. Socio-economic factors</p> <p><i>How do I determine what success is?</i></p>	<p>Learners will be able to identify socio-economic factors facing them as individuals, as well as the country, and be equipped to overcome them. Learners will consider these socio-economic factors in career and study choices, as well as community needs, availability of finances, affordability, stereotyping, accessibility and the impact of income tax on a final salary package. Learners will have a better understanding of accessibility and community needs and be better equipped to know how to help others. Learners will have a better understanding of finance, in particular the following concepts: bursary, scholarship, student loan and learnership programme, income tax, PAYE and provisional tax. Learners will understand stereotyping and be able to identify how stereotyping affects their career choices.</p> <p>INSPIRE Eva Case Study</p> <p>ENQUIRE Eva Case Study Castle Lager Video Discussions Slides Stereotypes</p> <p>EQUIP</p>	<p>Concept: Careers and career choices</p> <p>Socio-economic factors as considerations for career and study choices: community needs, availability of finances, affordability, stereotyping, accessibility and impact of income tax on final salary package.</p> <p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	<p>Eva Case Study Castle Lager Video Discussions Slides Stereotypes Tax Video Home Learning Reflection Task Community Needs Personal Reflection Financial Definitions</p>

	Tax Video Home Learning Reflection Task		
<p>7. Diversity, discrimination and human rights</p> <p><i>What are the responsibilities of the individual when it comes to community building?</i></p>	<p>Learners will understand the terms diversity, <i>ubuntu</i>, discrimination and human rights and subsequent violations thereof. Learners will have a greater awareness of human rights violations, such as human trafficking.</p> <p>INSPIRE Obama Ubuntu Video</p> <p>ENQUIRE US Teens Interview Video Obama Ubuntu Video Muslim Diners Case Study Video</p> <p>EQUIP Sinking Ship Game Human Rights and Human Trafficking Videos</p>	<p>Concept: Democracy and human rights</p> <p>Concepts: diversity, discrimination and violations of human rights. Contexts: race, religion, culture, language, gender, age, rural/urban, xenophobia, human trafficking and HIV and AIDS status.</p> <p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be guided to make informed and responsible decisions about their own health and well-being and the health and well-being of others; Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Definitions US Teens Interview Video Obama Ubuntu Video Muslim Diners Case Study Video Sinking Ship Game Human Rights and Human Trafficking Videos</p>
<p>8. The protection of human rights</p> <p><i>What are the responsibilities of the individual when it comes to community building?</i></p>	<p>Learners will have a greater knowledge of certain sections of the South African Bill of Rights. Learners will understand and be able to identify cases of discrimination and human rights violations in South Africa and globally. Learners will have a greater knowledge of agencies that respond to human rights violations, supporting and protecting people all over the world.</p> <p>INSPIRE 3 Video Case Studies</p> <p>ENQUIRE 3 Video Case Studies Bill of Rights Enquiry</p>	<p>Concept: Democracy and human rights</p> <p>Bill of Rights, international Conventions and instruments: Convention on the Rights of the Child, the African Charter on the Rights and Welfare of Children, Committee on the Elimination of Discrimination Against Women (CEDAW) and other bills, charters and protection agencies, rules, codes of conduct and laws. Types of discriminating behaviour and violations: incidences of discriminating behaviour and human rights violations in SA and globally.</p> <p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical,</i></p>	<p>3 Video Case Studies Protection Agency Videos Bill of Rights Enquiry Home Learning Reflection Task</p>

	<p>EQUIP 3 Video Case Studies Protection Agency Videos Home Learning Reflection Task</p>	<p><i>moral, spiritual, cultural and socio-economic level; Learners will be guided to make informed and responsible decisions about their own health and well-being and the health and well-being of others; Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	
<p>9. Prejudice and discrimination</p> <p><i>What are the responsibilities of the individual when it comes to community building?</i></p>	<p>Learners will understand the nature and source of bias, prejudice and discrimination, as well as the impact of discrimination, oppression, bias, prejudice and violations of human rights on individuals in society. Learners will understand prejudice and discrimination, including nine different types of discrimination. Learners will have a greater awareness of the impact of prejudice and discrimination on others.</p> <p>INSPIRE</p> <p>ENQUIRE Discrimination Enquiry Discrimination Video Discussions Xenophobia Interview Unconscious Bias TED Talk</p> <p>EQUIP Discrimination Enquiry Discrimination Video Discussions Xenophobia Interview Unconscious Bias TED Talk Home Learning Reflection Task</p>	<p>Concept: Democracy and human rights</p> <p>The nature and source of bias, prejudice and discrimination: impact of discrimination, oppression, bias, prejudice and violations of human rights on individuals and society. Challenging prejudice and discrimination: significant contributions by individuals and organisations to address human rights violations.</p> <p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be guided to make informed and responsible decisions about their own health and well-being and the health and well-being of others; Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Discrimination Enquiry Discrimination Video Discussions Xenophobia Interview Unconscious Bias TED Talk Home Learning Reflection Task</p>
<p>10. Transforming South Africa</p>	<p>Learners will have a greater knowledge of some local heroes who have fought for the rights of others. Learners will have an awareness of significant contributions by individuals and organisations to address human rights violations. Learners will have an</p>	<p>Concept: Democracy and human rights</p> <p>Contemporary events showcasing the nature of a transforming South Africa: South African initiatives and campaigns, one's own position, actions and contribution in discussions, projects, campaigns and</p>	<p>Various Struggle Hero Videos Two Struggle Hero Case Study Comprehensions</p>

<p><i>What are the responsibilities of the individual when it comes to community building?</i></p>	<p>awareness of contemporary events and movements addressing human rights violations in South Africa and showcasing the nature of a transforming country. Learners will be inspired to be leaders in their own spheres of influence.</p> <p>INSPIRE Various Struggle Hero Videos Coca-Cola Video Case Study</p> <p>ENQUIRE Two Struggle Hero Case Study Comprehensions</p> <p>EQUIP Movements Against HR Violations Videos Leadership Reflection Task</p>	<p>events which address discrimination and human rights violations, nation-building and protection agencies and their work.</p> <p><i>Learners will be prepared to respond appropriately to life's responsibilities and opportunities; Learners will be equipped to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; Learners will be guided to make informed and responsible decisions about their own health and well-being and the health and well-being of others; Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Movements Against HR Violations Videos Leadership Reflection Task Coca-Cola Video Case Study</p>
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TERM TWO
ASSESSMENT: EXAM

UNIT TITLE AND UNIT QUESTIONS	UNIT DESCRIPTION	CAPS CONTENT	LEARNING TASKS
<p>1. How do I study? Study Skills</p> <p><i>How can we use the way we think to be successful?</i></p>	<p>Empower learners, through practical strategies, to make positive choices regarding their study strategies. Make learners aware of basic study and learning skills. Enable learners to reflect on their own study habits and identify areas where different choices can be made.</p>	<p>Study skills Study skills: listening, reading, comprehension, concentration, memory, organisation and time management</p> <p><i>Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be equipped with knowledge, skills and values to</i></p>	<p>3-2-1 Starter Activity Skimming and Scanning Case Study Task (4 study skills) Create a Work Timetable Exit Card Reflection Task</p>

	<p>INSPIRE Case studies</p> <p>ENQUIRE 3-2-1 Starter Activity Skimming and scanning case study task (4 study skills)</p> <p>EQUIP Skimming and scanning case study task (4 study skills) Create a work timetable Exit Card reflection task</p>	<p><i>make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	
<p>2. How do I Study? Study Methods</p> <p><i>How can we use the way we think to be successful?</i></p>	<p>Give learners tools to help them consolidate large amounts of information. Enable learners to differentiate between vital and ancillary information. Enable learners to understand the importance of dissecting essay prompts and planning essay structures.</p> <p>INSPIRE</p> <p>ENQUIRE Note-taking task Dissect the prompt task</p> <p>EQUIP Note-taking task Dissect the prompt task Burger Essay Structure</p>	<p>Study skills Study methods: note-taking, mind-mapping, selecting important concepts and content, assignment and essay construction and making comparisons</p> <p><i>Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level.Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	<p>Note-taking Task Dissect the Prompt Task Burger Essay Structure</p>
<p>3. How do I think? Thinking Types</p> <p><i>How can we use the way we think to be successful?</i></p>	<p>Learners will understand the concepts of creative thinking, critical thinking and problem-solving. Learners will reflect on their own thinking styles. Learners will be equipped with knowledge of different assessment types.</p> <p>INSPIRE</p>	<p>Study skills Critical, creative and problem-solving skills, Process of assessment: internal and external, Annual study plan</p> <p><i>Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level.Learners</i></p>	<p>Quote Starter Trolley Problem Task Study Plan Solution Fluency Video</p>

	<p>ENQUIRE Trolley Problem Task</p> <p>EQUIP Study Plan Solution Fluency Video</p>	<p><i>will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	
<p>4. Justice and Poverty. Social Justice, Environmental Justice and Poverty</p> <p><i>Who is responsible for maintaining justice in our society?</i></p>	<p>Equip learners with knowledge of social justice and environmental justice, and their links to poverty. Address the connection between apartheid's legacy, injustice and redress.</p> <p>INSPIRE Gallery Walk and Silent Conversation</p> <p>ENQUIRE Gallery Walk and Silent Conversation</p> <p>EQUIP Gallery Walk and Silent Conversation Whole Class Debrief</p>	<p>Social and environmental responsibility Contemporary social issues that impact negatively on local and global communities: -Concepts: social and environmental justice</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Gallery Walk and Silent Conversation Whole Class Debrief</p>
<p>5. Social Ills in South Africa. Crime, Violence, Corruption and HIV/AIDS</p> <p><i>Who is responsible for maintaining justice in our society?</i></p>	<p>Learners will deepen their understanding of social issues in South Africa. Learners will practise perspective-taking, critical thinking and empathy. Learners will build upon existing argument skills.</p> <p>INSPIRE Identity Chart Creation Group Task Cafe Conversation</p> <p>ENQUIRE Identity Chart Creation Group Task Cafe Conversation</p> <p>EQUIP</p>	<p>Social and environmental responsibility Contemporary social issues that impact negatively on local and global communities: Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources, lack of basic services (water and health services). harmful effects of these issues on personal and community health.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being</i></p>	<p>Identity Chart Creation Group Task Cafe Conversation Whole Class Debrief What Can I Do Home-learning Task</p>

	Whole Class Debrief What Can I Do Home-learning Task	<i>of others. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i>	
6. Security, Resources and Services <i>Who is responsible for maintaining justice in our society?</i>	Learners will deepen understanding of societal ills in context. Learners will practise reading and comprehension skills. INSPIRE ENQUIRE Reading Strategies Task EQUIP Reading Strategies Task	Social and environmental responsibility Contemporary social issues that impact negatively on local and global communities: Social issues: crime, poverty, food security, food production, violence, HIV and AIDS, safety, security, unequal access to basic resources, lack of basic services (water and health services). harmful effects of these issues on personal and community health. <i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i>	Reading Strategies Task
7. Thinking to Change the World. Critical, Constructive and Social Thinking, and Social Responsibility <i>Who is responsible for maintaining justice in our society?</i>	Learners will understand that thinking patterns can influence their actions. Learners will understand that they have the power to choose how they think. Learners will be encouraged to participate responsibly in civic life. INSPIRE ENQUIRE Case Study Group Task	Social and environmental responsibility Social, constructive and critical thinking skills necessary to participate in civic life: Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action; youth service development: youth and civic organisations, community services or projects and volunteerism. Purpose and contribution, areas of strength and possible improvements. Own contribution to these services, projects and organisations: a group project to address a contemporary social issue that impacts negatively on local and/or global communities.	Thinking Skills Introduction Case Study Group Task Workbook Civic Responsibility Resources

	EQUIP Workbook Civic Responsibility Resources	<i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i>	
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TERM THREE
ASSESSMENT: PROJECT

UNIT TITLE AND UNIT QUESTIONS	UNIT DESCRIPTION	CAPS CONTENT	LEARNING TASKS
1. Life roles <i>In a culture where we are bombarded with changing ideas of "who we should be," how do we form an authentic identity for ourselves?</i>	Learners will gain an overview of different life roles. Learners will engage with the concept of rites of passage in relation to shifting roles. Learners will brainstorm skills, responsibilities, stereotypes and pressures related to life roles. Learners will be able to reflect on the roles they fulfil and the responsibilities that are associated with these roles. INSPIRE	Development of the self in society Life roles: child, student, adult, role in family, partner, mother, father, grandparent, breadwinner, employee, employer, leader and follower , Evolving nature of and responsibilities inherent in each role; how roles change and affect relationships , Handling each role effectively: influence of society and culture <i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others.</i>	Definitions discussion Word Wall Societal Roles Task and Discussion Individual Journal Reflection

	<p>ENQUIRE Definitions discussion Word Wall Societal Roles Task and Discussion Individual Journal Reflection</p> <p>EQUIP Definitions discussion Word Wall Societal Roles Task and Discussion Individual Journal Reflection</p>		
<p>2. Emerging adulthood</p> <p><i>In a culture where we are bombarded with changing ideas of "who we should be," how do we form an authentic identity for ourselves?</i></p>	<p>Learners will deepen their understanding of the physical, social and emotional changes they might be experiencing. Learners will deepen their understanding of the different needs they might have during periods of change.</p> <p>INSPIRE ENQUIRE Active Reading/Levels of Questions Task Whole Class Changes Table Discussion</p> <p>EQUIP Active Reading/Levels of Questions Task Whole Class Changes Table Discussion</p>	<p>Development of the self in society Changes associated with development towards adulthood: adolescence to adulthood. Physical changes: hormonal, increased growth rates, bodily proportions, secondary sex/gender characteristics, primary changes in the body (menstruation, ovulation and seed formation) and skin problems. Emotional changes: maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and sexual interest. Social changes: relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others.</i></p>	<p>Active Reading/Levels of Questions Task Whole Class Changes Table Discussion</p>
<p>3. Coping with change</p>	<p>Equip learners with tools for emotional resilience to cope with periods of change by</p>	<p>Development of the self in society Coping with change: importance of communication and making friends</p>	<p>Brainstorming Starter Task</p>

<p><i>In a culture where we are bombarded with changing ideas of “who we should be,” how do we form an authentic identity for ourselves?</i></p>	<p>addressing: Communication skills, Boundaries, Recreation for physical and emotional health, Making and maintaining friendships</p> <p>INSPIRE</p> <p>ENQUIRE Brainstorming Starter Task Role Play Activity</p> <p>EQUIP Role Play Activity</p>	<p><i>Learners will respond appropriately to life’s responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others.</i></p>	<p>Content Delivery Role Play Activity</p>
<p>4. Perspectives on sex</p> <p><i>In a culture where we are bombarded with changing ideas of “who we should be,” how do we form an authentic identity for ourselves?</i></p>	<p>Encourage learners to develop healthy views regarding sex and commitment. Encourage appropriate sex that leads to healthy relationships and good physical health and that enables people to reach their full potential.</p> <p>INSPIRE Song Deconstruction Activity</p> <p>ENQUIRE Song Deconstruction Activity Class Discussion on Values and Rights</p> <p>EQUIP Consent Video Discussion Myths and Facts Sheet</p>	<p>Development of the self in society Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential. Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape. Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say ‘No’ and taking responsibility for own actions. Skills such as self-awareness, critical thinking, decision-making, problem-solving, assertiveness, negotiations, communication, refusal, goal-setting and information gathering relating to sexuality and lifestyle choices. Where to find help regarding sexuality and lifestyle choices. Relationship between recreational activities and emotional health.</p> <p><i>Learners will respond appropriately to life’s responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others. Learners will be exposed to their constitutional rights</i></p>	<p>Song Deconstruction Activity Class Discussion on Values and Rights Consent Video Discussion Myths and Facts Sheet</p>

		<i>and responsibilities, to the rights of others and to issues of diversity.</i>	
<p>5. Sex in our society</p> <p><i>In a culture where we are bombarded with changing ideas of “who we should be,” how do we form an authentic identity for ourselves?</i></p>	<p>Learners will be able to define the term ‘intergenerational sex’. Learners will think critically about the different standards and expectations for males and females regarding sex. Learners will practise practical skills to navigate sexual choices in our society.</p> <p>INSPIRE</p> <p>ENQUIRE Case Study Group Task</p> <p>EQUIP Content Delivery: Skills needed for decision making on sexual activity Whole Class Discussion</p>	<p>Development of the self in society Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential. Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape. Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say ‘No’ and taking responsibility for own actions. Skills such as self-awareness, critical thinking, decision-making, problem-solving, assertiveness, negotiations, communication, refusal, goal-setting and information gathering relating to sexuality and lifestyle choices. Where to find help regarding sexuality and lifestyle choices. Relationship between recreational activities and emotional health.</p> <p><i>Learners will respond appropriately to life’s responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Content Delivery: Skills needed for decision making on sexual activity. Case Study Group Task Whole Class Discussion</p>
<p>6. The working world</p> <p><i>To what extent does my career choice reflect my skills and values?</i></p>	<p>Learners will engage with the characteristics of different types of employment/careers. Learners will practise research skills.</p> <p>INSPIRE</p> <p>ENQUIRE</p>	<p>Careers and career choices Diversity in jobs: Economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services), Work settings: workplace environment and conditions; indoors and outdoors (laboratory, mine).Activities involved in each job: designing, assembling and growing. Skills and competencies: information gathering or analysis and instruction.</p>	<p>Internet Research Tasks Content Delivery: Terminology</p>

	<p>Content Delivery: Terminology Internet Research Tasks</p> <p>EQUIP Content Delivery: Terminology</p>	<p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	
<p>7. The self in work</p> <p><i>To what extent does my career choice reflect my skills and values?</i></p>	<p>Learners will understand the importance of appropriately pursuing a career based on personal attributes. Learners will gain greater insights into themselves in preparation for making career choices. Learners will understand how to use the time to make themselves more marketable. Learners will understand the concepts of a career change and transferable skills.</p> <p>INSPIRE Content Delivery: Job Satisfaction</p> <p>ENQUIRE Personal Attributes Mindmap Whole Class/Group Discussions on Transferable Skills</p> <p>EQUIP Personal Attributes Mindmap Whole Class/Group Discussions on Transferable Skills</p>	<p>Careers and career choices Various facets of self and integration into the world of work</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	<p>Content Delivery: Job Satisfaction Personal Attributes Mindmap Whole Class/Group Discussions on Transferable Skills</p>

<p>8. Career opportunities</p> <p><i>To what extent does my career choice reflect my skills and values?</i></p>	<p>Learners will be encouraged to research careers in the sports and recreation fields. Learners will understand the concepts of a salary package, promotion and financial aid.</p> <p>INSPIRE</p> <p>ENQUIRE Careers in Sports and Recreation Video Task</p> <p>EQUIP Content Delivery: Salary Packages</p>	<p>Careers and career choices</p> <p>Opportunities within different career fields including work in recreation, fitness and sport industries: Research skills, salary package, promotion and further study prospects. Profitable use of time, how to use talents in working and career opportunities, enjoyment and transfer of skills to other related industries.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	<p>Sport Profession Analogy Discussion Content Delivery: Salary Packages Careers in Sports and Recreation Video Task</p>
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TERM FOUR
ASSESSMENT: EXAM

UNIT TITLE AND UNIT QUESTIONS	UNIT DESCRIPTION	CAPS CONTENT	LEARNING TASKS
<p>1. Market trends</p> <p><i>In a constantly changing world, what do I need to be successful in the marketplace?</i></p>	<p>Learners will understand that the market is ever changing. Learners will recognize that the road to success is not always linear. Learners will recognize the pathways open to them.</p> <p>INSPIRE</p>	<p>Careers and Career Choice</p> <p>Awareness of trends and demands in the job market: emerging demands or changing patterns of careers and scarce skills and the job market. Reading the market for trends regarding jobs and identifying niches. Growth and decline of various occupations and fields of work and competencies linked to these jobs - SAQA, the NQF framework and recognition of prior learning. The need for lifelong learning: ability to change, re-train, flexibility and</p>	<p>Famous People Read and Share Activity Market Place Enquiry Reading Content Delivery: The SA Context</p>

	<p>Famous People Read and Share Activity</p> <p>ENQUIRE Market Place Enquiry Reading Content Delivery: The SA Context</p> <p>EQUIP Content Delivery: The SA Context</p>	<p>ongoing development of the self. Different kinds of learning: formal, informal and non-formal.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	
<p>2. Lifelong learning</p> <p><i>In a constantly changing world, what do I need to be successful in the marketplace?</i></p>	<p>Learners will understand that the South African market is ever changing. Learners will recognize that the road to success in South Africa is not always linear. Learners will recognize the need to develop the soft skills needed for life-long learning.</p> <p>INSPIRE Steve Jobs Video Discussion SA Entrepreneur Reading</p> <p>ENQUIRE Steve Jobs Video Discussion Obsolete Fields Group Reading Activity</p> <p>EQUIP Content Delivery: The SA Context SA Entrepreneur Reading</p>	<p>Careers and Career Choice Awareness of trends and demands in the job market: emerging demands or changing patterns of careers and scarce skills and the job market. SAQA, the NQF framework and recognition of prior learning. The need for lifelong learning: ability to change, re-train, flexibility and ongoing development of the self. Different kinds of learning: formal, informal and non-formal.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.</i></p>	<p>Steve Jobs Video Discussion Obsolete Fields Group Reading Activity Content Delivery: The SA Context SA Entrepreneur Reading</p>
<p>3. Major religions in South Africa</p>	<p>Learners will recognize that South Africa is a</p>	<p>Democracy and Human Rights Living in a multi-religious society: understanding ethical</p>	<p>Contemporary Laws Gallery Walk</p>

<p><i>How do individuals reconcile potentially competing belief systems within a given society?</i></p>	<p>multi-religious society. Learners will understand the role of law and ethics in religion and in a modern society. Learners will recognize the commonalities between multiple faith systems.</p> <p>INSPIRE Contemporary Laws Gallery Walk Have a Little Faith Video Activity</p> <p>ENQUIRE Think, Pair, Share Reflection Activity Bill of Rights and Law Have a Little Faith Video Activity</p> <p>EQUIP Have a Little Faith Video Activity</p>	<p>traditions and/or religious laws of major religions in South Africa. Major Religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Think, Pair, Share Reflection Activity Bill of Rights and Law Enquiry Activity Have a Little Faith Video Activity</p>
<p>4. Indigenous belief systems in South Africa</p> <p><i>How do individuals reconcile potentially competing belief systems within a given society?</i></p>	<p>Learners will recognize that South Africa is a multi-religious society. Learners will understand the role of law and ethics in religion and in a modern society. Learners will recognize the commonalities between multiple faith systems.</p> <p>INSPIRE</p>	<p>Democracy and Human Rights Living in a multi-religious society: understanding ethical traditions and/or religious laws of major religions in South Africa. Indigenous belief systems in South Africa: origins and practices.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>TedTalk Video Activity Indigenous Beliefs Group Reading Activity Independent Research</p>

	<p>TedTalk Video Activity</p> <p>ENQUIRE TedTalk Video Activity Indigenous Beliefs Group Reading Activity</p> <p>EQUIP Independent Research</p>		
<p>5. Ethics in sport</p> <p><i>What is right? What is wrong? What is really going on?</i></p>	<p>Learners will know about different ways that sport has been used to redress issues of social justice. Learners will understand the importance of developing a robust system of ethics in sport. Learners will develop skills to critically analyze incidents that occur in the sporting world.</p> <p>INSPIRE 1968 Olympics Visual Literacy Task</p> <p>ENQUIRE 1968 Olympics Visual Literacy Task Daily Maverick Reading Activity Colin Keapernick Visual Literacy Activity</p> <p>EQUIP South African Flag Writing Task</p>	<p>Democracy and Human Rights Coverage of sport: ways to redress biases. Gender, race, stereotyping and sporting codes. Unfair practices: drug-taking, match-fixing, subjective umpiring and maladministration in sport. Process of analysis and critical evaluation.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>1968 Olympics Visual Literacy Task Daily Maverick Reading Activity Colin Keapernick Visual Literacy Activity South African Flag Writing Task</p>

<p>6. Critical analysis</p> <p><i>What is right? What is wrong? What is really going on?</i></p>	<p>Learners will know about different ways that sport has been used to redress issues of social justice. Learners will understand the importance of developing a robust system of ethics in sport. Learners will develop skills to critically analyze incidents that occur in the sporting world.</p> <p>NSPIRE Gwijo Squad Video Guardian Article Home Learning Task</p> <p>ENQUIRE Gallery Walk and Poster Creation Headlines Quote Group Activity Trevor Noah Video</p> <p>EQUIP Guardian Article Home Learning Task</p>	<p>Democracy and Human Rights Coverage of sport: ways to redress biases. Gender, race, stereotyping and sporting codes. Unfair practices: drug-taking, match-fixing, subjective umpiring and maladministration in sport. Process of analysis and critical evaluation.</p> <p><i>Learners will respond appropriately to life's responsibilities and opportunities. Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level. Learners will be exposed to their constitutional rights and responsibilities, to the rights of others and to issues of diversity.</i></p>	<p>Gwijo Squad Video Discussion Gallery Walk and Poster Creation Headlines Quote Group Activity Trevor Noah Video Discussion Guardian Article Home Learning Task</p>
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- *45 mins contact sessions
- *15 mins recap/business
- *45 mins workbook tasks

CAPS LO AIMS

Learners will be able to respond appropriately to life's responsibilities and opportunities.
Learners will interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level.
Learners will make informed and responsible decisions about their own health and well-being and the health and well-being of others.
Learners will explore their constitutional rights and responsibilities, the rights of others and issues of diversity.

Learners will be equipped with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.

Learners will be exposed to various study methods and skills pertaining to assessment processes.

CAPS ASSESSMENT OUTLINE

1) source-based tasks

Learners are presented with a longer source from a particular book/newspaper/magazine, etc. that requires in- depth reading. Learners should digest the information and then respond to application questions based on informed decision-making and problem-solving. They may be expected to interpret quotations from the source, to analyse comments and possibly make suggestions.

2) Case study

Learners are presented with a real-life situation, a current problem or an incident relating to a topic in the curriculum. They are expected to assume a particular role in articulating the position, and respond to particular questions from various cognitive orders.

3) Assignment

The assignment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment is less open-ended than the project (...) will be a problem-solving and/or decision-making and application of knowledge exercise with clear guidelines regarding a specified length.

4) Written reports

Reports are generally the written evidence of a survey, analysis or investigation. This should be shorter than a project and is specific to the topic. Often it includes a range of sub-topics, such as interviews, investigation, consulting with an expert, summarising and comments/suggestions.

5) Written and oral presentations

The learners will be required to deliver an oral presentation and present written evidence of the oral presentation on a specific topic or investigation.

6) Portfolio of evidence

The learner will be expected to compile a portfolio of evidence based on the research/investigation on a specific topic to depict, sell, demonstrate or advertise the topic.

4.5.2 Project

The **project** will be a piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The project requires extended reading and writing on the part of the learner. The project will involve thorough investigation into and sourcing information on a selected topic in the curriculum.

4.5.3 examinations

Examinations of at least 90 minutes each will be administered twice a year as part of the internal examination

Exam section a: 25 marks	Exam section B : 25 marks	Exam section C: 20 marks
<ul style="list-style-type: none"> ● All questions are compulsory. ● A source or case study may be used to contextualise some of the questions ● The questions have to be a combination of two or more types of questions ranging from what, why, list, describe, explain, multiple choice and true or false with a justification ● Test understanding and factual knowledge ● Responses should be short and direct and range from one word to a phrase or a full sentence/s (in point form) 	<ul style="list-style-type: none"> ● All questions are compulsory. ● Short open-ended, scenario-based, source-based and case study questions ● Questions should be knowledge- based, from information learners have acquired from the Life Orientation content ● Learners should display, present and apply knowledge and skills gained and display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions: demonstrate goal-setting and decision-making skills ● Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs 	<ul style="list-style-type: none"> ● Three 15-mark or four 10-mark questions will be set, of which learners will be expected to answer two or three respectively. ● Questions will predominantly focus on the application of knowledge and skills ● Learners will solve problems, make decisions and give advice, ranging from a few direct responses to extended writing of descriptive paragraphs or short essays that state, evaluate or examine an issue ● Each question will focus on the specific topic or the integration of content ● A short text/ diagram/data/graphs/ cartoons can be provided as a stimulus ●