Senior Phase – Grade 8

Today Planning Pack

LIFE ORIENTATION

Contents:

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Grade 8 ................................................................. 2

Lesson Plans:  
Grade 8 ................................................................. 3

Rubrics:  
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Rubric 2 ............................................................... 14  
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<th>Chapter</th>
<th>Assessment</th>
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<tr>
<td>1</td>
<td>1-3</td>
<td>LO3: Personal development&lt;br&gt;LO5: Orientation to the world of work</td>
<td>1: Understanding myself in relationships</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide</td>
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<tr>
<td>1</td>
<td>4-6</td>
<td>LO1: Health promotion&lt;br&gt;LO3: Personal development</td>
<td>2: Looking after myself</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide Access to the Internet or library</td>
</tr>
<tr>
<td>1, 2</td>
<td>7-9</td>
<td>LO2: Social Development&lt;br&gt;LO4: Physical Development and Movement</td>
<td>3: Having fun and adventure</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide Access to the Internet or library Equipment to play jukseki stones, ball or seeds handkerchief or cloth</td>
</tr>
<tr>
<td>2</td>
<td>10-12</td>
<td>LO1: Health Promotion&lt;br&gt;LO3: Personal development</td>
<td>4: Caring for our environment</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide Access to the Internet or library Example of radio advertisements and brochures</td>
</tr>
<tr>
<td>2</td>
<td>13-16</td>
<td>LO1: Health Promotion&lt;br&gt;LO2: Social Development</td>
<td>5: Building our nation</td>
<td>Informal and formal assessment Test</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide Newspapers (classified section) Access to the Internet or library</td>
</tr>
<tr>
<td>3</td>
<td>17-20</td>
<td>LO3: Personal development&lt;br&gt;LO5: Orientation to the World of Work</td>
<td>6: The future me</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide</td>
</tr>
<tr>
<td>3</td>
<td>21-23</td>
<td>LO3: Personal development</td>
<td>7: Dealing with feelings</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide</td>
</tr>
<tr>
<td>3</td>
<td>24-26</td>
<td>LO3: Personal development&lt;br&gt;LO4: Physical Development and Movement</td>
<td>8: Making my move</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide</td>
</tr>
<tr>
<td>Term 4</td>
<td>Week 27-29</td>
<td>LO3: Personal development&lt;br&gt;LO4: Physical Development and Movement</td>
<td>9: Making a difference</td>
<td>Informal and formal assessment</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide</td>
</tr>
<tr>
<td>4</td>
<td>30-32</td>
<td>LO5: Orientation to the World of Work</td>
<td>10: Looking at my future</td>
<td>Informal and formal assessment Test</td>
<td>Life Orientation Today Grade 8 Learner's Book and Teacher's Guide Newspapers or magazines job sections</td>
</tr>
</tbody>
</table>

**Note:** You need to complete 1 formal assessment task per term for Life Orientation for the Senior Phase. This work schedule shows all the opportunities for formal assessment.
# Chapter 1: Understanding myself in relationships

<table>
<thead>
<tr>
<th>Learning Areas: Life Orientation</th>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 6 hours</td>
<td>Weeks: 1 – 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3: Personal Development</td>
<td>Analyses and discusses factors which influence self-concept formation and self-motivation. Reflects on appropriate behaviour in different kinds of interpersonal relationships. Discusses appropriate ways to initiate, sustain and end relationships.</td>
<td>Languages LO1, 2, 4</td>
</tr>
<tr>
<td>LOS: Orientation to the World of Work</td>
<td>Evaluates own abilities and interests related to careers and study choices.</td>
<td></td>
</tr>
</tbody>
</table>

## Content/Knowledge:

**Personal development:**
- Self knowledge
- Personal relationships
- Values and attitudes

## Learning activities

<table>
<thead>
<tr>
<th>Lesson 1: Understanding myself in relationships LB p6</th>
<th>Teaching methods/approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Who are you? TG p27</td>
<td></td>
</tr>
<tr>
<td>Activity 2: Finding out who I am TG p28</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Writing a ‘Me I am’ poem to develop self-concept and pride TG p29</td>
<td></td>
</tr>
<tr>
<td>Activity 4: How should we behave? TG p30</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2: Developing healthy relationships LB p11</th>
<th>Teaching methods/approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 5: What would you do? TG p30</td>
<td></td>
</tr>
<tr>
<td>Activity 6: The rules of friendship TG p31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3: Knowing what to do in a relationship LB p14</th>
<th>Teaching methods/approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 7: I don’t want to be friends anymore TG p31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4: Assessment LB p17</th>
<th>Teaching methods/approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment activity TG p33</td>
<td></td>
</tr>
</tbody>
</table>

## Assessment:

**Type of assessment:**
- Formal assessment for Lessons 3, 4
- Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**
- Rubric 1 for Lesson 3; memo for Lesson 4 (TG p33)

**Reinforcement:**
- Give oral responses

**Expanded opportunities:**
- Write a description of self
- Write a personal mission statement

**Teacher reflection:**
# LESSON PLANS – Grade 8

## Chapter 2: Looking after me

<table>
<thead>
<tr>
<th>Learning Areas: Life Orientation</th>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 6 hours</td>
<td>Weeks: 4 – 6</td>
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<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Health Promotion</td>
<td>Demonstrates informed, responsible decision-making about health and safety</td>
<td>Languages LO1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>LO3: Personal Development</td>
<td>Examines a health and safety issue related to violence, and proposes alternatives to violence as well as counter-strategies</td>
<td></td>
</tr>
</tbody>
</table>

### Content/Knowledge:

**Health and safety:**
- Dealing with emergencies
- Emotional health
- Bullying

### Learning activities

<table>
<thead>
<tr>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Searching for danger TG p36</td>
<td>Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide</td>
</tr>
<tr>
<td>Activity 2: Let’s become danger detectives TG p37</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Who can help us? TG p38</td>
<td></td>
</tr>
<tr>
<td>Activity 4: Let’s keep our environment safe TG p39</td>
<td></td>
</tr>
<tr>
<td>Activity 5: Design an anti-bullying policy TG p39</td>
<td></td>
</tr>
<tr>
<td>Activity 6: What is it like to be bullied? TG p40</td>
<td></td>
</tr>
<tr>
<td>Activity 7: Let’s practise some alternatives TG p41</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment:

<table>
<thead>
<tr>
<th>Type of assessment:</th>
<th>Form of assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal assessment for Lessons 1, 2 and 3</td>
<td>Rubric 1 for Lesson 1; rubric 1 for Lesson 2; memo (TG p42) for Lesson 3</td>
</tr>
<tr>
<td>Informal assessment: all other activities can be used for informal assessment</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher reflection:

- Give oral feedback
- Discuss the effects of bullying in your community
## LESSON PLANS – Grade 8

### Chapter 3: Having fun and adventure

<table>
<thead>
<tr>
<th>Learning Areas: Life Orientation</th>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 6 hours</td>
<td>Weeks: 7 – 9</td>
</tr>
</tbody>
</table>

### Learning Outcome | Assessment Standards | Integration |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2: Social Development</td>
<td>Discusses how the learner would promote nation building in different contexts</td>
<td>Languages LO1 Social Sciences (Geography) LO1 Mathematics LO3</td>
</tr>
<tr>
<td>LO4: Physical Development and Movement</td>
<td>Plans and participates in an adventurous recreational outdoor activity Designs and plays target games Investigates and reports on gender equity issues in a variety of athletic and sport activities</td>
<td>Languages LO1 Social Sciences (Geography) LO1 Mathematics LO3</td>
</tr>
</tbody>
</table>

### Content/Knowledge:

**Physical movement and development:**
- Target games
- Adventure activities
- Gender equity in sport

### Learning activities | Teaching methods/approach | Resources |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Aiming for the target LB p31</td>
<td>Activity 1: Play an indigenous target game TG p44 Activity 2: Identify target games TG p45 Activity 3, Activity 4: Design and play a target game TG p45</td>
<td>Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong> Equality in sport LB p35</td>
<td>Activity 5: Role-play a case study about gender equity in sport TG p46 Activity 6: Discuss a case study; develop a school policy TG p47</td>
<td>Access to the Internet or library Equipment to play jokskei, stones, ball or seeds, handkerchief or cloth</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Adventuring outside LB p37</td>
<td>Activity 7: Play a game outdoors while blindfolded TG p47 Activity 8: Play follow my leader TG p48 Activity 9: Play different games TG p49 Activity 10: Plan and undertake a hike TG p49</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 4:</strong> Assessment LB p43</td>
<td>Assessment activity TG p50</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment:

**Type of assessment:**
- Formal assessment for Lessons 1, 3 and 4
- Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**
- Rubric 3 for Lessons 1 and 3; memo (TG p50) for Lesson 4

**Reinforcement:**
- Ask competent learners to demonstrate

**Expanded opportunities:**
- Create and explore an obstacle course

### Teacher reflection:
## LESSON PLANS – Grade 8

### Chapter 4: Caring for our environment

<table>
<thead>
<tr>
<th>Learning Areas: Life Orientation</th>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 6 hours</td>
<td>Weeks: 10 – 12</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
</thead>
</table>
| **LO1: Health Promotion** | Plans an action in which laws and/or policies for protecting environmental health are applied to address an environmental health issue  
Critically analyses the causes of common diseases in relation to socio-economic and environmental factors  
Describes what a healthy lifestyle is in own personal situation, as a way to prevent disease | Languages  
LO1, 2, 3, 4, 5 |
| **LO5: Orientation to the World of Work** | Discusses the role of work in relation to needs in South Africa | |

### Content/ Knowledge:

**Environmental issues:**
- Water conservation
- Pollution
- Water-borne diseases
- Treatment

### Learning activities

<table>
<thead>
<tr>
<th>Lesson 1: Keeping ourselves healthy LB p44</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Activity 1: Identify the importance of the environment TG p55  
Activity 2: Think about water – its origins and uses TG p55 | Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide |

<table>
<thead>
<tr>
<th>Lesson 2: Useable water LB p46</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Activity 3: Investigate and identify forms of water pollution TG p56  
Activity 4: Write a letter about environmental rights TG p57 | Access to the Internet or library  
Example of radio advertisements and brochures |

<table>
<thead>
<tr>
<th>Lesson 3: Water-related diseases LB p48</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Activity 5: Investigate how to prevent pollution and the spread of diseases TG p58  
Activity 6: Complete a word search TG p59  
Activity 7: Design a brochure TG p60  
Activity 8: Research careers related to water TG p60 | |

<table>
<thead>
<tr>
<th>Lesson 4: Assessment LB p53</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment activity TG p61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment:

**Type of assessment:**
- Formal assessment for Lessons 2, 3 and 4  
- Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**
- Rubric 2 for Lessons 2 and 3; memo (TG p61) for Lesson 4

<table>
<thead>
<tr>
<th>Reinforcement:</th>
<th>Teacher reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give oral presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Expanded opportunities:</strong></td>
<td>Do further research</td>
</tr>
</tbody>
</table>

**Teacher reflection:**
# LESSON PLANS – Grade 8

## Chapter 5: Building our nation

### Learning Areas: Life Orientation

<table>
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<tr>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 8 hours</td>
</tr>
<tr>
<td>Weeks: 13 – 16</td>
</tr>
</tbody>
</table>

### Learning Outcome

<table>
<thead>
<tr>
<th>LO1: Health Promotion</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates informed, responsible decision-making about health</td>
<td></td>
<td>Languages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2: Social Development</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses violations of human rights and plans counter-strategies</td>
<td></td>
<td>LO5</td>
</tr>
<tr>
<td>Discusses how the learner would promote nation-building</td>
<td>Social Sciences</td>
<td>(Geography)</td>
</tr>
<tr>
<td>Critically evaluates changes in cultural norms and values</td>
<td>LO3</td>
<td></td>
</tr>
</tbody>
</table>

### Content/Knowledge:

**Human rights:**
- Nation building
- The Constitution
- The Bill of Rights
- Cultural practices

### Learning activities

<table>
<thead>
<tr>
<th>Lesson 1: Turning human wrongs into human rights LB p55</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Learn about the Bill of Rights TG p64</td>
<td></td>
<td>Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide</td>
</tr>
<tr>
<td>Activity 2: Analyse a case study TG p64</td>
<td></td>
<td>Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide</td>
</tr>
<tr>
<td>Activity 3: Summarise ideas about abuse TG p64</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
<tr>
<td>Activity 4: Role-play a situation to understand exploitation TG p65</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
<tr>
<td>Activity 5: Look at exploitation in a sexual relationship TG p66</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2: Being part of the building team LB p60</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 6, Activity 7: Look at teamwork and nation building TG p67</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
<tr>
<td>Activity 8, Activity 9: Find ways to involve self in nation building; evaluate activity TG p68</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3: Differences in our culture LB p63</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 10: Look at cultural differences TG p69</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
<tr>
<td>Activity 11: Identify and discuss what has changed in your culture TG p69</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
<tr>
<td>Activity 12: Interview an older person TG p70</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4: Assessment LB p65</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment activity TG p71</td>
<td></td>
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</tr>
</tbody>
</table>

### Assessment:

**Type of assessment:**
- Formal assessment for Lessons 1, 2, 3, 4
- Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**
- Rubric 1 for Lessons 1 and 3; rubric 3 for Lesson 2; memo (TG p71) for Lesson 4

**Reinforcement:**
- Discuss ideas about abuse

**Expanded opportunities:**
- Discuss the equality of men and women in your community

### Teacher reflection:
**Chapter 6: The future me**

**Learning Areas: Life Orientation**

**Grade: 8**

**Duration: 8 hours**

**Weeks: 17 – 20**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
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<tbody>
<tr>
<td>LO3: Personal Development</td>
<td>Analyses and discusses factors which influence self-concept formation and self-motivation. Reflects on appropriate behaviour.</td>
<td>Languages LO1, 2, 3, 4  Mathematics</td>
</tr>
<tr>
<td>LOS: Orientation to the World of Work</td>
<td>Identifies and discusses career and study choices. Investigates career and study opportunities. Evaluates own abilities and interests related to careers. Discusses the role of work in relation to needs in South Africa. Critically evaluates a range of Further Education and Training providers.</td>
<td>LO2 Natural Sciences LO2</td>
</tr>
</tbody>
</table>

**Content/Knowledge:**

**Future options:**
- Careers
- Research skills
- Study skills

<table>
<thead>
<tr>
<th>Learning activities</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Your working life LB p67</td>
<td>Activity 1: Answer questions about work TG p74 Activity 2: Look at work and lifestyle TG p75</td>
<td>Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong> Think about yourself LB p69</td>
<td>Activity 3, Activity 4: Identify abilities and interests TG p76</td>
<td>Access to the Internet or library</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Ideas on careers LB p72</td>
<td>Activity 5, Activity 6: Identify personality types and investigate more about them TG p77 Activity 7: Research and analyse different jobs TG p79</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 4:</strong> Looking ahead LB p78</td>
<td>Activity 8: Match and find the meaning of academic concepts TG p80 Activity 9: Look at entrance requirements TG p81 Activity 10: Research a career TG p82</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 5:</strong> Assessment LB p83</td>
<td>Assessment activity TG p84</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:**

**Type of assessment:**
- Formal assessment for Lessons 2, 3, 4 and 5
- Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**
- Rubric 2 for Lesson 2; rubric (TG p70) for Lesson 3; rubric 1 for Lesson 4; memo for Lesson 5 (TG p84)

**Reinforcement:**
- Pair learners who have difficulties

**Expanded opportunities:**
- Do further research

**Teacher reflection:**
# Chapter 7: Dealing with feelings

**Learning Areas:** Life Orientation  
**Grade:** 8  
**Duration:** 6 hours  
**Weeks:** 21 – 23

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
</thead>
</table>
| LO3: Personal Development | Explains how self will cope with depression, crisis or trauma  
|                        | Designs and implements a personal plan for preventing and managing stress  
|                        | Draws up an action plan to apply problem-solving skills                              | Languages LO1, 4 |

**Content/Knowledge:**  
**Emotional skills:**  
- Depression, crisis and trauma  
- Coping with stress  
- Problem-solving

<table>
<thead>
<tr>
<th>Learning activities</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Making choices LB p85</td>
<td>Activity 1: Learn basic problem-solving skills TG p86</td>
<td>Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide</td>
</tr>
</tbody>
</table>
| **Lesson 2:** Dealing with feelings LB p86 | Activity 2: Search for words describing feelings TG p87  
|                          | Activity 3: Develop skills in changing emotions and feelings TG p88                    | Access to the Internet or library             |
| **Lesson 3:** Depression LB p89 | Activity 4: Use case studies to learn about depression; write letters of advice TG p89 |                                               |
| **Lesson 4:** Trauma LB p92 | Activity 5: Understand and research trauma TG p89                                      |                                               |
| **Lesson 5:** Stress LB p93 | Activity 6: Assess own stress levels TG p90  
|                           | Activity 7: Practise stress management skills TG p91                                    |                                               |
| **Lesson 6:** Assessment LB p95 | Assessment activity TG p92                                                              |                                               |

**Assessment:**  
**Type of assessment:**  
Formal assessment for Lessons 2, 4 and 6  
Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**  
Rubric (TG p88) for Lesson 2; rubric 1 for Lesson 4; memo for Lesson 6 (TG p92)

**Teacher reflection:**

**Reinforcement:**  
Reinforce and practise steps in decision-making

**Expanded opportunities:**  
Research newspaper articles on stress and trauma
# LESSON PLANS – Grade 8

## Chapter 8: Making your move

<table>
<thead>
<tr>
<th>Learning Areas: Life Orientation</th>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration: 6 hours</td>
<td>Weeks: 24 – 26</td>
</tr>
</tbody>
</table>

### Learning Outcome Assessment Standards Integration

<table>
<thead>
<tr>
<th>LO1: Health Promotion</th>
<th>Describes what a healthy lifestyle is</th>
<th>Arts and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3: Personal Development</td>
<td>Analyses and discusses factors which influence self-concept formation and self-motivation Explains how self will cope with depression, crisis or trauma Designs and implements a personal plan</td>
<td>LO1 Natural Sciences LO1</td>
</tr>
<tr>
<td>LO4: Physical Development and Movement</td>
<td>Plans and implements a programme to improve techniques of rotation, balance and elevation Participates in fitness programmes and records progress</td>
<td></td>
</tr>
</tbody>
</table>

### Content/Knowledge:

**Physical fitness:**
- Movement exercises and activities
- Relaxation techniques

### Learning activities

<table>
<thead>
<tr>
<th>Lesson 1: Fit for living LB p97</th>
<th>Activity 1: Investigate and discuss physical fitness TG p94 Activity 2: Look at blood circulation TG p95 Activity 3: Learn stretches TG p95 Activity 4, Activity 5, Activity 6: Learn, start and record an exercise programme TG p96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2: Moving around LB p103</td>
<td>Activity 7: Learn breathing exercises TG p98 Activity 8, Activity 9: Practise rotations TG p99 Activity 10: Learn to dance TG p100 Activity 11: Learn relaxation exercises TG p101</td>
</tr>
<tr>
<td>Lesson 3: Assessment LB p107</td>
<td>Assessment activity TG p101</td>
</tr>
</tbody>
</table>

### Assessment:

**Type of assessment:**
- Formal assessment for Lessons 1, 2, 3
- Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**
- Rubric 2 for Lesson 1; rubric (TG p100) for Lesson 2; memo for Lesson 3 (TG p101)

### Resources

- Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide
- Access to the Internet or library

### Reinforcement:
- Demonstrate difficult exercises

### Expanded opportunities:
- Learn further exercises

### Teacher reflection:
# Lesson Plans – Grade 8

## Chapter 9: Making a difference

<table>
<thead>
<tr>
<th>Learning Areas: Life Orientation</th>
<th>Grade: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Areas:</strong> Life Orientation</td>
<td><strong>Grade:</strong> 8</td>
</tr>
<tr>
<td><strong>Duration:</strong> 6 hours</td>
<td><strong>Weeks:</strong> 27 – 29</td>
</tr>
<tr>
<td><strong>Learning Outcome</strong></td>
<td><strong>Assessment Standards</strong></td>
</tr>
<tr>
<td>LO1: Health Promotion</td>
<td>Demonstrates informed, responsible decision-making</td>
</tr>
<tr>
<td></td>
<td>Examines a health and safety issue related to violence</td>
</tr>
<tr>
<td>LO2: Social Development</td>
<td>Discusses violations of human rights and plans counter-strategies</td>
</tr>
<tr>
<td></td>
<td>Examines how to use democratic processes</td>
</tr>
<tr>
<td></td>
<td>Discusses how the learner would promote nation-building</td>
</tr>
<tr>
<td>LO3: Personal Development</td>
<td>Analyses and discusses factors which influence self-concept formation and self-motivation</td>
</tr>
<tr>
<td></td>
<td>Reflects on appropriate behaviour</td>
</tr>
</tbody>
</table>

## Content/Knowledge:

### Social development:
- Skills
- Volunteerism
- Democracy

## Learning activities

<table>
<thead>
<tr>
<th>Lesson 1: Making things happen LB p103</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1: Discuss ways of making a positive difference TG p103</td>
<td></td>
<td>Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide</td>
</tr>
<tr>
<td>Activity 2, Activity 3: Practise taking responsibility for human rights TG p104</td>
<td></td>
<td>Access to the Internet or library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2: Working together LB p111</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 4: Read a case study about democratic processes TG p105</td>
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<tr>
<td>Activity 5: Practice democracy in everyday life TG p106</td>
<td></td>
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<tr>
<td>Activity 6: Think about the democratic process TG p106</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3: The contribution made by religious groups LB p114</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 7: Discuss religion and nation building TG p107</td>
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<tr>
<td>Activity 8: Investigate scriptures TG p107</td>
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<tr>
<td>Activity 9: Read and discuss a case study TG p108</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4: Assessment LB p117</th>
<th>Teaching methods/approach</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment activity TG p109</td>
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</tbody>
</table>

## Assessment:

### Type of assessment:
- Formal assessment for Lessons 2 and 4
- Informal assessment: all other activities can be used for informal assessment

### Form of assessment:
- Rubric (TG p106) for Lesson 2; memo (TG p109) for Lesson 4

## Reinforcement:

- What can I do in my community to improve human rights?

## Expanded opportunities:

- Learning about helping others

## Teacher reflection:
# Lesson Plans: Grade 8

## Chapter 10: Looking at my future

**Learning Areas:** Life Orientation  
**Grade:** 8  
**Duration:** 6 hours  
**Weeks:** 27 – 29

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Standards</th>
<th>Integration</th>
</tr>
</thead>
</table>
| LO5 Orientation to the world of work | Identifies and discusses career and study choices and their corresponding requirements  
Investigates career and study opportunities related to own interests and abilities  
Evaluates own abilities and interests related to careers and study choices  
Discusses the role of work in relation to needs in South Africa  
Critically evaluates a range of Further Education and Training providers | Languages  
LO1, 2  
Social Sciences (History)  
LO1  
Arts and Culture  
LO3  
Technology  
LO1 |

### Content/Knowledge:

#### Social development:
- Skills
- Volunteerism
- Democracy

### Learning activities

| Lesson 1: Finding out about Further Education and Training LB p119 | Activity 1: Comparing further education options TG p114 | Life Orientation Today Grade 8 Learner’s Book and Teacher’s Guide |
| Lesson 2: Learning about the South African economy LB p121 | Activity 2: Thinking about different kinds of work TG p114  
Activity 3: Encourage awareness of job opportunities TG p115 | Access to the Internet or library  
Newspapers or magazines job sections |
| Lesson 3: Finding out about entrepreneurship LB p123 | Activity 5: The future; being proactive is vital TG p116 | |
| Lesson 4: Assessment LB p125 | Assessment activity TG p117 | |

### Assessment:

**Type of assessment:**
- Formal assessment for Lessons 2 and 4  
- Informal assessment: all other activities can be used for informal assessment

**Form of assessment:**
- Rubric 2 for Lesson 2; memo (TG p117) for Lesson 4

### Reinforcement:
- Choose your career path and find pictures on what you think is expected from you to do the job

### Expanded opportunities:
- Listings of neighbouring FET colleges

### Teacher reflection:
RUBRIC 1: Presentation of interview/ debate/ argument/ discussion/ role-play

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Name:</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Grade:</td>
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<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Excellent achievement far exceeding expected requirements</td>
<td>A very good achievement where all requirements have been met at a very high standard</td>
<td>A good achievement meeting most of the requirements</td>
<td>A fair achievement meeting an adequate portion of the requirements</td>
<td>A moderate achievement partially satisfying the requirements</td>
<td>An elementary achievement marginally satisfying the requirements</td>
<td>Unsatisfactory achievement, requirements not met</td>
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</tbody>
</table>
# RUBRIC 2: Visual presentation (poster; collage; mind map)

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Grade:</td>
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</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Excellent achievement far exceeding expected requirements</td>
<td>A very good achievement where all requirements have been met at a very high standard</td>
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<td>An elementary achievement marginally satisfying the requirements</td>
<td>Unsatisfactory achievement, requirements not met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Information</th>
<th>Depth of understanding</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptionally eye-catching; outstandingly creative</td>
<td>Expresses excellent evidence of topic; factually accurate</td>
<td>Shows maturity and great insight</td>
<td>Appropriate for target audience</td>
</tr>
<tr>
<td>Eye-catching; creative</td>
<td>Good clear evidence of topic; factually correct knowledge</td>
<td>Shows some maturity and insight</td>
<td>Only fairly appropriate for target audience</td>
</tr>
<tr>
<td>Attractive; fairly creative</td>
<td>Some reasonable ideas and evidence of topic; mostly correct knowledge</td>
<td>Shows partial maturity and insight</td>
<td>Inappropriate for target audience</td>
</tr>
<tr>
<td>Merely presentable; little creativity</td>
<td>Some evidence of topic; merely adequate presentation of knowledge</td>
<td>Shows little maturity and insight</td>
<td></td>
</tr>
<tr>
<td>Visually unappealing</td>
<td>No clear ideas; little factual knowledge presented</td>
<td>No evidence of insight or maturity</td>
<td></td>
</tr>
<tr>
<td>Slapdash presentation</td>
<td>No clear ideas expressed; inaccurate knowledge</td>
<td>No insight or evidence of care or thoughtfulness</td>
<td></td>
</tr>
</tbody>
</table>

| Activity misunderstood or incomplete | |

<table>
<thead>
<tr>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity misunderstood or incomplete</td>
</tr>
</tbody>
</table>
# RUBRIC 3: Group or team participation

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Grade:</td>
</tr>
</tbody>
</table>

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<td>An elementary achievement marginally satisfying the requirements</td>
<td>Unsatisfactory achievement, requirements not met</td>
</tr>
</tbody>
</table>

- Follow instructions
- Work in a group/ as a team member
- Support others
- Engage fully in the activity
- Evaluate own participation
- Share responsibilities/ delegate as a leader