

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
12



Digital



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA





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

Grade
12



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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Contact the Department of Basic Education.

Email: info@dbe.gov.za

Call centre: 0800 202 933

Switchboard: 012 357 3000

Private Bag X 603, Pretoria 0001

Sol Plaatjie House, 222 Struben Street, Pretoria

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Foreword from the Department of Basic Education

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

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

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

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

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

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

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

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

The 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 41 to 46 of your Teacher’s Guide.

Cross-cutting Priorities

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

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



Look quickly through the book to see how the information, fonts, colours, diagrams and images are placed. Everything has been put where it is for a reason.

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to one hour to cover. Each lesson starts with a **title**, find no. 1 below. All lessons include **activities**, look at no. 2 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. 3 below. **Reading boxes**, find no. 4 below – provide extra information. The journal icon, see no. 5 below, suggests when to write in your own private journal in a language of your choice. The **footer** at the bottom of the left-hand page, look at no. 6 below, shows the term and the curriculum topic.

The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no. 7 below. **Pictures**, find no. 8 below, help with understanding the ideas in the lesson. You will find **Info Pages** in the lessons, look at no. 9.

Each lesson is part of a group, or set, of lessons within a curriculum topic. Each lesson is numbered within the lesson set. The **lesson set footer**, see no. 10 below, helps you to find your place in the lesson set. Each lesson set works as a whole, so look through a lesson set to see how the lessons build on one another. Look at no.11, a **sticker** shows you've come to the end of a lesson set.

1. The title of the lesson.

2. Each activity has a title and numbered instructions to guide you through a learning process. The numbering continues across activities on the doublepage 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.



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

5. A journal is a notebook where you write or draw your feelings and thoughts. Your journal is for you. You do not have to share it with anybody unless you choose to do so. In your journal, you can write in any language of your choice.

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

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

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

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

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

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



Go through the features of a double-page spread, as shown on pages vi to vii. 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 12 textbook pages 134 – 135, and pages 96 – 97 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 the following page – pages 134 – 135.

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:* The value and meaning of work.

The activities in Lesson 7.4 The value and meaning of work

Explain to the learners that each **activity** in the lesson has a title as well. We can easily see where these **activity titles** are on the page as they are in different colours and have a skills icon next to them.

3. How many activity titles are there in this lesson? *Answer:* Two.
4. Give the names of the two activities. *Answer:* The Wheel of Work; Finding meaning in work.

Look at the first activity title on the left-hand page: The Wheel of Work.

5. How many parts are there to this activity? *Answer:* Three

Now look at the activity on the right-hand page: Finding meaning in work.

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

Turn to pages 136 – 137.

8. How is this page different from the previous page? *Answer:* It is a physical education page.
9. What is the title of this Info Page? *Answer:* Step aerobics.
10. What is the main difference between this page and the previous one? *Answer:* It contains instructions for physical education activities.

Turn to Info Page N: Energy for the future, pages 96 – 97.

11. How is this page different from Lesson 7.4? *Answer:* It is an Info Page.
12. Can you see activities on this page? *Answer:* No, Info Pages do not contain activities. They will assist you with the lessons, as well as provide important information and general knowledge.

The skills in Lesson 7.4 The value and meaning of work

Turn back to pages 134 – 135.

13. How many skills do you see in the lesson: Social media and democracy? *Answer:* Two skills.
14. What are the names of the skills? *Answer:* Persevere and work it out (English) Kgotlhelela mme o e rarabolole (Sepedi); Use empathy to perceive emotions and explore perspectives (English) Šomiša kwelobohloko go kwešiša maikutlo le kgopolo tša bona (Sepedi).

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

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

15. Which of these features and how many do you see in Lesson 7.4?
Answer: 2 infographics, 1 Info Box.

Show the learners the journal icon on page 135.

16. 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?

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

The 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 7.4: The value and meaning of work.

17. What information do they see? *Answer:* Grade 12 Term 3: Careers and career choices, which is the topic.

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

18. What information do they see? *Answer:* the lesson number, 7.4 and the name of the lesson set, The job contract; labour laws; equity & redress; work ethics.

Stickers at the end of a lesson set

Ask learners to find the “Nca” sticker at the bottom of page 135. Stickers like these show that you are at the end of a lesson set.

Colour code at the top right-hand corner of pages

19. Point out the coloured quarter circle at the top right of page 135. 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 137. Find the colour code. Compare it with the code on page 135. The colour code there shows the start of the Physical Education lessons for Term 3.

The **first lesson** of the year will be for learners to make and use a skills bookmark in the language of their choice.

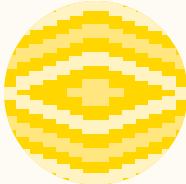
Make your **skills bookmark** lesson can be found on pages xii to 1 in the textbook.

The **bookmarks in the ten of the official languages** can be found on pages 19 to 23 of your Teacher's Guide.



In the **FET 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.

Development of the self in society



Development of self

focuses on physical, emotional and mental wellbeing.

Sexuality

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

Democracy and human rights



Democracy and human rights

promotes active citizenship, protecting the freedoms of all South Africans.

Social and environmental responsibility



Social and environmental responsibility

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

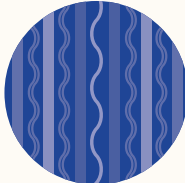
Physical Education



Physical education

focuses on improving your health and fitness.

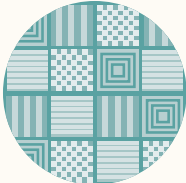
Careers and career choices



Careers and career choices

provides ideas about your future in the world of work.

Study skills



Study skills

offers tips for studying.

Topics covered in Grade 12

Topic & Lesson set	
Term 1	
Development of self in society	Stress; conflict resolution; relationships; adapting to change
Study skills	Planning for success; study skills; time management
Careers and career choices	Skills for final action; career portfolio; unemployment; entrepreneurship
Physical education	Activities that promote achievement of personal fitness and health goals
Term 2	
Democracy and human rights	Discrimination & human rights violations; the media; sports & nation-building
Social and environmental responsibility	Responsibility of different levels of government; personal mission & vision statement
Physical education	Programmes and movements that promote long-term engagement in games and sports
Term 3	
Development of the self in society	Understanding lifestyle diseases; making healthy choices; wellbeing; staying safe
Careers and career choices	The job contract; labour laws; equity & redress; work ethics
Physical education	Activities that promote relaxation and recreational activities
Term 4	
Study skills	Preparing for success in Grade 12 exams
Careers and career choices	Refinement of portfolio of plans for life after school
Physical education	Activities that promote lifelong participation in physical activity



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 12. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 12.

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 12 skills overview table



Skills	Ask questions that guide, probe and produce useful information	Be willing to challenge your thinking habits	Do your research and present your ideas or hypothesis	Find, examine and weigh up the evidence	Investigate the past – predict the future – relate it to the present	Make an informed choice, with an awareness of consequences	Participate actively in productive dialogue		Pause, reflect and assess your emotions and thoughts	Persevere and work it out	Question the way you make moral judgements	Represent your idea or data in an image, story or model	Structure your argument	Take better care of yourself	Try to acknowledge your emotions - learn from them - without becoming them	Use empathy to perceive emotions and explore perspectives
TERM 1																
Lesson set 1 Stress; conflict resolution; relationships; adapting to change	Page 14	Page 17			Page 9 Page 19	Page 2	Page 16		Page 11 Page 17			Page 11 Page 18		Page 5	Page 15	Page 4 Page 10
Lesson set 2 Planning for success; study skills; time management			Page 29		Page 26		Page 27			Page 25			Page 22 Page 29	Page 23 Page 29	Page 28	
Lesson 3 Skills for final action; career portfolio; unemployment; entrepreneurship	Page 43	Page 46 Page 53	Page 37	Page 42 Page 51		Page 40 Page 41			Page 36		Page 50 Page 57		Page 57			
TERM 2																
Lesson 4 Discrimination & human rights violations; the media; sports & nation building	Page 71 Page 82	Page 74 Page 86		Page 77	Page 70	Page 78				Page 83	Page 87 Page 88	Page 75 Page 79 Page 88	Page 85	Page 78 Page 89	Page 76	Page 83
Lesson set 5 Responsibility of different levels of government; personal mission & vision statement			Page 90 Page 95	Page 99	Page 91	Page 100	Page 94 Page 103		Page 99 Page 101	Page 95			Page 98			
TERM 3																
Lesson set 6 Understanding lifestyle diseases; making healthy choices; wellbeing; staying safe	Page 115	Page 118	Page 115	Page 119	Page 121	Page 120	Page 112		Page 122			Page 123		Page 113 Page 122	Page 117	Page 119
Lesson set 7 The job contract; labour laws; equity & redress; work ethics			Page 129	Page 132	Page 129	Page 124				Page 134	Page 133		Page 125			Page 135
TERM 4																
Lesson set 8 Preparing for success in Grade 12 exams		Page 146			Page 148	Page 145	Page 148		Page 144	Page 147		Page 149			Page 145	
Lesson set 9 Refinement of portfolio of plans for life after school	Page 151			Page 152										Page 153		
Number of times skill is covered over the year	6	7	6	7	8	8	6		7	5	5	7	6	8	5	5

Strengthening the curriculum: Multilingualism

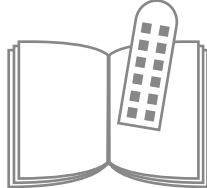
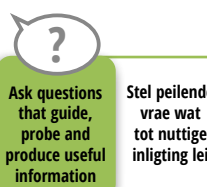
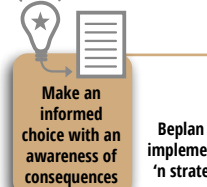
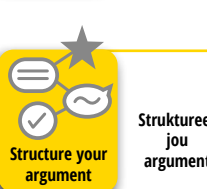
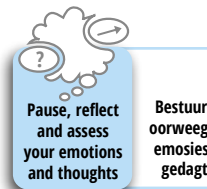
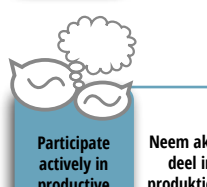
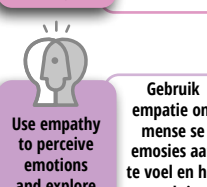
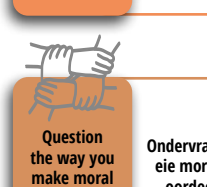
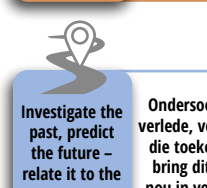
The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 12 Teacher's Guide is to support learners in developing core Life Orientation skills using the language they are most fluent in, thereby reducing cognitive load and aiding long-term memory retention. These bookmarks provide 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.

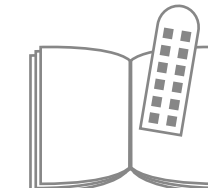
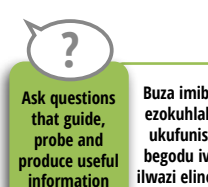
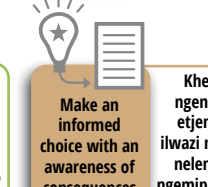
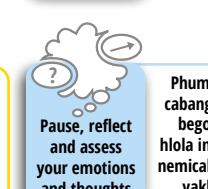
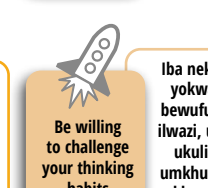
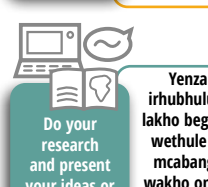
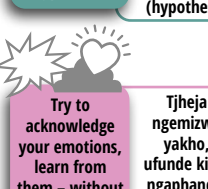
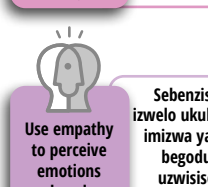
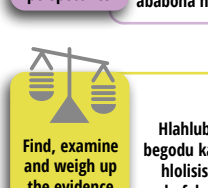
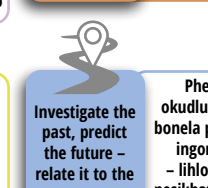
Take a look at these bookmarks over the next few pages.  Turn the page

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

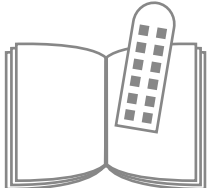
Skills in Afrikaans

		Take better care of yourself Kyk beter na jouself
		Ask questions that guide, probe and produce useful information Stel peilende vrae wat tot nuttige inligting lei Make an informed choice with an awareness of consequences Beplan en implementeer 'n strategie
		Structure your argument Struktureer jou argument Pause, reflect and assess your emotions and thoughts Bestuur en oorweeg jou emosies en gedagtes
		Represent your idea or data in an image, story or model Beeld jou idee of bevindinge uit in 'n skets, draaiboek, model of voorstelling Be willing to challenge your thinking habits Wees bereid om 'n eksperiment te ontwerp wat jou denk-gewoontes uitdaag
		Do your research and present your ideas or hypothesis Doen jou navorsing en presenteer jou hipotese Participate actively in productive dialogue Neem aktief deel in produktiewe dialoog
		Try to acknowledge your emotions, learn from them – without becoming them Wees bewus en leer van jou emosies – maar keer dat dit allesomvattend word Persevere and work it out Druk deur – bereik jou doelwitte
		Use empathy to perceive emotions and explore perspectives Gebruik empatie om mense se emosies aan te voel en hul perspektiewe te begrip Question the way you make moral judgements Ondervra jou eie morele oordeel
		Find, examine and weigh up the evidence Vind, ondersoek en oorweeg die bewyse Investigate the past, predict the future – relate it to the present Ondersoek die verlede, voorspel die toekoms – bring dit met nou in verband

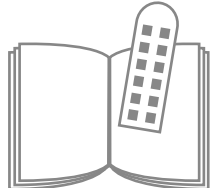
Skills in isiNdebele

		Take better care of yourself Zithhogomele ngconywana
		Ask questions that guide, probe and produce useful information Buza imibuzo ezokuhlala, ukufunisisa begodu iveze ilwazi elinesizo Make an informed choice with an awareness of consequences Khetha ngendlela etjengisa ilwazi nokuba nelemuko ngemiphumela
		Structure your argument Hlela amabanga wekulumo yakho Pause, reflect and assess your emotions and thoughts Phumula, cabangisisa begodu hlola imizwa nemicabango yakho
		Represent your idea or data in an image, story or model Ukukhombisa nokujamela ilwazi lakho ngesithombe nofana isiqetjhani nofana imodeli Be willing to challenge your thinking habits Iba nekaroko yokwakha bewufumane ilwazi, ukwazi ukulinga umkhumbulo wakho ngokuneneleleko
		Do your research and present your ideas or hypothesis Yenza irhubhululo lakho begodu wethule u-mcabango wakho ongaqinisekiswa (hypothesis) Participate actively in productive dialogue Hlanganyela ngamajadu kukulu-miswano enemiphume-la emihle
		Try to acknowledge your emotions, learn from them – without becoming them Tjheja ngemizwa yakho, ufunde kiyo, ngaphandle kokuba ngiyo Persevere and work it out Bekezela begodu uyirarulule
		Use empathy to perceive emotions and explore perspectives Sebenzisa izwelo ukubona imizwa yabo begodu uzwisise indlela ababona ngayo Question the way you make moral judgements Zibuze ngendlela othatha ngayo izahlulelo ezihle namkha ezimbi
		Find, examine and weigh up the evidence Hlahluba begodu kala/ hlohlisa ubufakazi Investigate the past, predict the future – relate it to the present Phenya okudlulileko – bonela phambili ingomuso – lihlobanise nesikhathi sanje

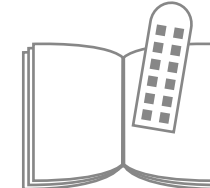
Skills in Sepedi

		Take better care of yourself Itlhokomele kaone
		Ask questions that guide, probe and produce useful information Botšiša dipotšišo tšeo di tla hlahlago, nyakišišago le go tšweletša tshedimošo ya go ba le mohola
		Structure your argument Beakanya kgopolo tša gago tša ngangišano
		Represent your idea or data in an image, story or model Tšweletša kgopolo ya gago goba tshedimošo ka seswantšho goba tiragalo goba mohlala
		Do your research and present your ideas or hypothesis Dira di-nyakišišo tša gago o be o tšweletše tše o naganago gore di tla direga
		Try to acknowledge your emotions, learn from them – without becoming them Hlokomela maikutlo a gago, o ithute gotswa go wona, o se fetoge seo o se kwago
		Use empathy to perceive emotions and explore perspectives Šomiša kwelobohloko go kwešiša maikutlo le kgopolo tša bona
		Find, examine and weigh up the evidence Hlaloša o be o kale bohlatse

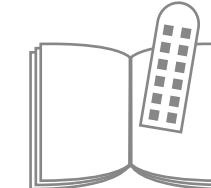
Skills in Sesotho

		Take better care of yourself Itlhokomele hantle
		Ask questions that guide, probe and produce useful information Botsa dipotso tse tataisang, batlisa hape o fane ka tlhahisoleding ye bohlokwa
		Structure your argument Rala ntlha ya hao
		Represent your idea or data in an image, story or model Hlahisa mohopolo wa hao kapa dintlha ka setshwantsho kapa boemo kapa mmotlolo
		Do your research and present your ideas or hypothesis Etsa dipatlisiso tsa hao mme o hlahise kgopolotaba ya hao e hlokanang ho netefatswa
		Try to acknowledge your emotions, learn from them – without becoming them Eiellwa maikutlo a hao, ithute ho tswang ho ona, ntle le hore o be wona
		Use empathy to perceive emotions and explore perspectives Sebedisa kutwelobohloko ho lemoha maikutlo a bona mme o utlwisise mehopolu ya bona
		Find, examine and weigh up the evidence Hlahloba le ho lekola bopaki

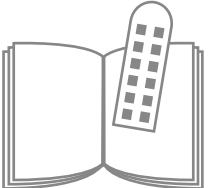
Skills in Setswana

		Take better care of yourself Itlhokomele ka tsela e e botoka
		Ask questions that guide, probe and produce useful information Botsa dipotso tse di kaelang, tse di batlisang le tse di ntshang tshedimotsetso e e mosola
		Structure your argument Bopa ka thulaganyo dintlha tsa ngangisano ya gago
		Represent your idea or data in an image, story or model Tlhagisa mogopolo wa gago kgotsa tshedimotsetso ka setshwantsho kgotsa popego kgotsa sekao
		Do your research and present your ideas or hypothesis Dira dipatlisiso tsa gago mme o tlhagise hipotesisi (kakanyo) ya gago
		Try to acknowledge your emotions, learn from them – without becoming them O tlhokomele maikutlo, ithute sengwe mo go one, ntle le go fetoga go nna one
		Use empathy to perceive emotions and explore perspectives Dirisa kutlwelo -bothoko go thaloganya maikutlo a yo mongwe le go thaloganya ka fa ba lebang dilo ka teng
		Find, examine and weigh up the evidence Tlathloba o bo o lekanye bosupi

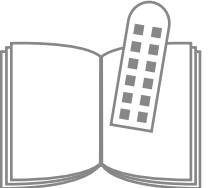
Skills in siSwati

		Take better care of yourself Tinakekele kahle
		Ask questions that guide, probe and produce useful information Buta imibuto leholako, lephenyako nalekicita lwati lolubalulekile
		Structure your argument Hlela inkhulumo yakho
		Represent your idea or data in an image, story or model Khombisa umbono wakho nobe idatha ngesitfombe nobe simo nobe umfanekiso
		Do your research and present your ideas or hypothesis Enta lucwaningo lwakho bese wetfula imibono yakho lenga-kacinisekiswa (hypothesis)
		Try to acknowledge your emotions, learn from them – without becoming them Yati imivo, funda kuyo, ngaphandle kwekutsi ube ngiyo
		Use empathy to perceive emotions and explore perspectives Sebentisa luvelo kute ubone imiva yabo nekutsi uvise imicondvo yabo
		Find, examine and weigh up the evidence Hlola uphindze ulinganise lobufakazi

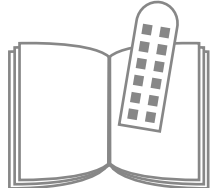
Skills in Tshivenda

		Take better care of yourself	Dithogomeleni khwiye
		Ask questions that guide, probe and produce useful information	Vhudzisani mbudzo dzine dza sumbedza ngila, u vhudzisana na u bvedza mafungo a ndeme
		Structure your argument	Vhekanyani khani yagu zwavhudi
		Pause, reflect and assess your emotions and thoughts	Imani, disedzuluse ni sedzuluse zwipfi na mihumbulo yagu
		Represent your idea or data in an image, story or model	Sumbdzani mumbulo kana data yagu nga tshipe kana tshifanyiso kana modele
		Be willing to challenge your thinking habits	Diimiseleni u itela khaedu ngila ye na dlowela u humbula ngayo
		Do your research and present your ideas or hypothesis	Itani tzedzuliso yagu ni taise mahumbulelwa agu
		Participate actively in productive dialogue	Dzenelelani nga u diimisela kha nyambedzano i vhuvedzaho
		Try to acknowledge your emotions, learn from them – without becoming them	Ni thogomele zwipfi, ni gude khazwo, ni songo vha zwipfi
		Persevere and work it out	Kongelelani ni shume phindulo
		Use empathy to perceive emotions and explore perspectives	Shumisani u pfela vhahe u humbulela na u pfa vhuipfi havho ni pfesese he vha ima hone
		Question the way you make moral judgements	Divhudziseni nga ha ngila ine na dzila maga o teaho
		Find, examine and weigh up the evidence	Tolani nga vhuonwane ni kale vhuhanzi
		Investigate the past, predict the future – relate it to the present	Thodzisani zwo thiraho – vumbani zwa matshelo – zwi vhambedzeni na zwa zwino

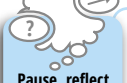
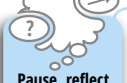
Skills in isiXhosa

		Take better care of yourself	Hhoya impilo yakho
		Ask questions that guide, probe and produce useful information	Buza imibuzo ekhokelayo, ephanda nzulu kwakhona uvelise isiphumo esiziinkukacha eziluncedo
		Structure your argument	Qingqa ingxoxo yakho
		Pause, reflect and assess your emotions and thoughts	Yithi xha, cinga uvandlakanye uvakalelo lwakho neengcinga zakho
		Represent your idea or data in an image, story or model	Bonakalisa uluvo okanye iinkukacha zakho ngomfanekiso okanye ngemeko okanye ngomzekelo
		Be willing to challenge your thinking habits	Zimisele ekuhlabeni amadlala kwindlela ocinga ngayo
		Do your research and present your ideas or hypothesis	Yenza uphando lwakho, wenze intethokozo ngeembono ofikelele kuzo ezingekaqinisekiswa (hypothesis)
		Participate actively in productive dialogue	Thatha inxaxheba ebonakalayo kwingxoxo eneziphumo ezilulutho
		Try to acknowledge your emotions, learn from them – without becoming them	Lugqale uvakalelo lwakho, funda kulo, kodwa ungalawulwa lulo
		Persevere and work it out	Zingisa uzisombulule ngokwakho
		Use empathy to perceive emotions and explore perspectives	Sebenzisa ulwazelelwano ekuqondeni uvakalelo lwakhe nasekuyibambeni indlela azibona ngayo izinto
		Question the way you make moral judgements	Zibuze ngedlela ozithatha ngayo izigqibo ezinentu-lungeko
		Find, examine and weigh up the evidence	Fumana ubungqina, ubuhlola-hlole ubuhlalutye
		Investigate the past, predict the future – relate it to the present	Phengulula okudluleyo – qikelela okuzayo – kunxulumanise nokwangoku

Skills in Xitsonga

		Take better care of yourself	Ti hlalise kahle
		Ask questions that guide, probe and produce useful information	Vutisa swivutiso leswi letelaka, swi xopaxopaku na ku humesa vutivi lebyi pfunaka
		Structure your argument	Lulamisa kahle mavonelo ya wena
		Pause, reflect and assess your emotions and thoughts	Yimanyana, ehleketsisa no kambela hi tintwa ta wena na mianakanyo ya wena
		Represent your idea or data in an image, story or model	Kombisa mianakanyo ya wena kumbe vutivi bya wena hi xifaniso kumbe xiringanyeto kumbe modlele
		Be willing to challenge your thinking habits	Ti yimisele ku endla nthontho eka mikhuya ya maehleketo ya wena
		Do your research and present your ideas or hypothesis	Endla ndzavisiso wa wena kutani u humesa xi-pimanyeto xa muanakanyo lowu wa ha fanelaka ku seketeriwa hi vumbhoni (hypohthesis)
		Participate actively in productive dialogue	Nghenelela hi nghingiriko eka mbulavurisano wa vuyelo
		Try to acknowledge your emotions, learn from them – without becoming them	Xiyaxiya matitwelo, dyondzo eka wona handle ko va wena u va matitwelo lawa
		Persevere and work it out	Tiyisela kutani u ti tirhela swona
		Use empathy to perceive emotions and explore perspectives	Tirhisa ntswelo wa van'wana ku twisisa matitwelo ya vona no twisisa mavonelo ya vona
		Question the way you make moral judgements	Tivutise ndlela leyi u ahlulaka hi yona leswi nga lulama na leswi nga lulamanguku
		Find, examine and weigh up the evidence	Kambela na ku pima vumbhoni
		Investigate the past, predict the future – relate it to the present	Lavisisa leswi nga humelela eka nkarhi lowu nga hundza – bvumba leswi nga ta humeleka eka nkarhi lowu taka – swi pimanise na swa nkarhi wa sweswi

Skills in isiZulu

		Take better care of yourself	Zinakelele kangcono
		Ask questions that guide, probe and produce useful information	Buza imibuzo ezoba umkhomandlela, ephenyisayo kanye nokugqamuka nolwazi oluwusizo
		Structure your argument	Hlela kahle ngononina ingqikithi yephuzu lakho
		Pause, reflect and assess your emotions and thoughts	Yima kancane, buyekeza kanye nokuhlola imizwa kanye nemicabango yakho
		Represent your idea or data in an image, story or model	Khombisa umbono wakho noma ulwazi ngomfanekiso noma isilinganiso, noma imodeli
		Be willing to challenge your thinking habits	Zimisele ukufaka inselele kwimikhuba yakho yokucabanga
		Do your research and present your ideas or hypothesis	Yenza ucwaningo lwakho ebese wethula isiphakamiso sombono osafuna ukufakazelwa kabanzi (hypohthesis)
		Participate actively in productive dialogue	Bamba iqhaza ngomdlandla kwingxoxo enomphumela
		Try to acknowledge your emotions, learn from them – without becoming them	Qaphela imizwa, funda kuyo, ngaphandle kokuthi iphenduke ibe nguwe
		Persevere and work it out	Qiniselela ebese uzitholela khona
		Use empathy to perceive emotions and explore perspectives	Zwelana nomunye umuntu ukuze uqondise ngemizwa yabo kanye nokugqondisa imibono yabo
		Question the way you make moral judgements	Zibuze indlela owehlulela ngayo okuhle nokubi
		Find, examine and weigh up the evidence	Hlola/ Vivinya kanye nokukala ubufakazi
		Investigate the past, predict the future – relate it to the present	Phenyisisa ngokwedule – qagela ngekusasa – kuqhathanisa nokwenzeka manje

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

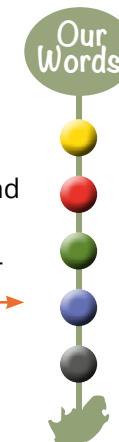
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension 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 12. For further details on assessment, see CAPS Section 4.

Term 1:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
Topic 1: Development of the self in society Written task: Research and identify the causes and potential solutions for a selected social or environmental stressor.	Lesson set 1: Stress; conflict resolution; relationships; adapting to changes Lesson 1.3: Stress and your environment Stress then and now – page 9 4. Choose a social or environmental stressor: Research its causes and possible solutions. (10) Write about the impact of this stressor on individual, community, and environmental health. Include positive ways one could deal with this stress. (10)	20 marks
Topic 2: Study skills Written task: Create a Personal Intelligences Portfolio	Lesson Set 2: Planning for success; study skills; time management Lesson 2.2: Get to score! Personal Intelligences Portfolio – page 25 1. Use the steps to do a project on the top three intelligences that align with your future career plans. Create a Personal Intelligences Portfolio in which you assess and document these intelligences, along with a detailed plan to develop them further. (30)	30 marks
Topic 3: Careers and career choices Written task: Brainstorm and present an innovative business idea	Lesson set 3: Skills for final action; career portfolio; unemployment; entrepreneurship Lesson 3.6: : Creativity and viability Combing culture and modernity – page 53 Use the following criteria to assess the group’s business idea and presentation: - Assess the clarity and detail in the description of the business idea. (4) - Evaluate the rationale behind why the learners think their business idea will work. (4) - Evaluate how the idea is new or different from existing offerings. (4) - Analyse the identification and understanding of the target markets for the business idea. (4) - Assess how effectively the learners incorporate cultural elements into their business idea. (3) - Evaluate integration of technology in the business idea. (3) - Evaluate the methods proposed to test the viability of the business idea. (3) - Assess the effectiveness of the presentation delivery and communication skills of the learners. (5)	30 marks
Physical Education <i>Activities that promote achievement of personal fitness and health goals</i> Physical Education Task (PET): Participation and movement performance in programmes that promote achievement of personal fitness and health goals	Obstacle course – pages 64 – 65	(Participation: 10 marks; movement performance: 10 marks) 20 marks
Total: 100 marks		

Preparation for Term 2 PROJECT

At the beginning of Term 2, explain to learners the project that is to be completed by the end of Term 2, on pages 94 - 97. Explain to learners that the project begins in Lesson 5.2 and continues in Lesson 5.3. Info Page N, between these two lessons, will provide learners with ideas for their project. Learners must do the project in groups. Explain mark allocation to learners for their guidance. Go through all the components of the project and encourage learners to begin their research early in the term. Use the Project Assessment Sheet to explain the requirements and mark allocation. Go through all the components of the project and encourage learners to begin their research early in the term.

Term 2:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
Mid-year Exam (90 minutes) Mid-year Exam to consist of 3 sections, as laid out in CAPS Section 4. Assess knowledge recall, understanding and application of knowledge. To cover work done in Terms 1 and 2. Make sure to include gender-based violence and issues of discrimination.	Lesson sets 1 to 5	80 marks
Topic : Social and environmental responsibility Project: Choose a community, identify specific problems, investigate a behaviour impacting the environment and describe actions required for change	Lesson set 5: Responsibility of different levels of government; personal mission & vision statement Lesson 5.2 Shared responsibility – pages 94 – 95 & Lesson 5.3 Hope for the future – pages 98 – 99 Info Page N: Energy for the future – pages 96 – 97 Project Steps - Define sustainability in your context - Choose a community and issue - Research the issue - Plan and develop your programme - Create your display - Evaluate the impact - Reflect on the process Content (40 marks): Identification of the issue and stakeholders (10); Programme design and proposed strategies (15); Evaluation methods and innovation (10); Reflection on the process (5) Effort and research (20 marks): Depth of research (10); Creativity in programme design (10) Presentation (10 marks): Presentation (10 marks); Organisation and clarity (10) Collaboration (10 marks): Communication and teamwork (10) Note See the specific steps for the project on the Project Assessment Sheet. Ensure each learner has a copy.	80 marks

Term 2:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
Physical Education <i>Programmes and movements that promote long-term engagement in games and sports</i> Physical Education Task (PET): Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity	Indigenous games or Community games and sports – pages 104 – 107	(Participation: 20 marks; movement performance: 20 marks) 40 marks
Total: 200 marks		

Term 3:		
Study Area and main formal assessment requirements	Suggested focus for formal assessment tasks	Mark allocation
End-of-year Exam (90 minutes) End-of-year Exam to consist of 3 sections, as laid out in CAPS Section 4. Assess knowledge recall, understanding and application of knowledge.	Lesson sets 1 to 7	80 marks
Physical Education <i>Programmes and movements that promote long-term engagement in games and sports</i> Physical Education Task (PET): Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity	Indigenous games or Community games and sports – pages 104 – 107	(Participation: 10 marks; movement performance: 10 marks) 20 marks
Total: 100 marks		

Term 4:	
EXTERNAL EXAMINATIONS	
Total marks for the year: 400 marks	

Lesson set 5: Responsibility of different levels of government; personal mission & vision statement

Lesson 5.2 Shared responsibility & Lesson 5.3 Hope for the future
Info Page N: Energy for the future – pages 96 – 97

Research project: Shared responsibility: building a sustainable community

Task: Work in groups to research a sustainability challenge within a community and develop an educational or intervention programme to promote sustainable practices and behaviours.

Project Steps

- 1. Define sustainability in your context**
 - Discuss what sustainability means for communities and the planet.
 - Identify the importance of shared responsibility in addressing challenges.
- 2. Choose a community and issue**
 - Select a community and a specific sustainability issue to address.
 - Identify behaviours that need improvement (e.g. littering, energy wastage or water pollution).
- 3. Research the issue**

Gather information on:

 - Stakeholders:** Who is involved or affected?
 - Resources:** What resources are available to address the issue?
 - Challenges:** What obstacles prevent solutions?
 - Success stories:** Research similar programmes that have worked elsewhere.
- 4. Plan and develop your programme**
 - Design an intervention programme to address the chosen behaviour or issue.
 - Propose strategies and actions for promoting sustainability in the community.
- 5. Create your display**
 - Present your findings and plans visually.
 - Include posters, infographics or models to support your message.
- 6. Evaluate the impact**

Suggest three ways to measure the success of your programme (e.g. community engagement or reduced waste).
- 7. Reflect on the process**

Share insights about working as a group and what you learned about shared responsibility.

Mark allocation:

Content (40 marks): Identification of the issue and stakeholders (10); Programme design and proposed strategies (15); Evaluation methods and innovation (10); Reflection on the process (5)

Effort and research (20 marks): Depth of research (10); Creativity in programme design (10)

Presentation (10 marks): Organisation and clarity (10)

Collaboration (10 marks): Communication and teamwork (10)

Total: 80 marks

Strengthening the curriculum: Peer assessment of groupwork

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 12: How well did our group do?

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

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

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

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

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

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

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

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

GRADE 12: How well did our group do?

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

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

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

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

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

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

Total mark: ____ /150

Some questions for self-reflection

What did you learn from the experience?

What do you think went well?

What would you have done differently, given the opportunity?

Strengthening the curriculum: Self-assessment

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

The benefits of self-assessment

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

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

Self-Assessment: Skills

Learners should be supported in regularly reflecting on their progress with the 15 core skills developed throughout the year. However, to avoid confusion or cognitive overload—especially while learners are still becoming familiar with the skill set—self-assessment should focus on only two to three skills at a time. These should be the specific skills covered in the most recent lesson set, such as Development of the Self in Society, Careers and career choices, Study skills, Democracy and human rights or 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 FET Phase on the following pages. [Turn the page](#) 

GRADE 12: Self-assessment: How well am I doing with the following skills?

Skill 1: _____

Skill 2: _____

Name: _____

Please assess your progress using the criteria below, being as honest as possible.

4 = Yes definitely

3 = I'm trying my best

2 = Not yet, but I want to practise more

1 = Not interested

Take better care of yourself (____ / 20)

- ☐ I know what makes up a healthy diet and I try to eat things that are good for me most of the time.
- ☐ I put effort into exercising three times per week or more.
- ☐ I try to get eight hours of sleep each night and I am successful most nights.
- ☐ When I feel sad, anxious, overwhelmed, etc. I have found healthy ways to deal with my feelings.
- ☐ I try to live a balanced life and don't spend all my spare time with friends and/or on technology.

Ask questions that guide, probe and produce useful information (____ / 20)

- ☐ I am curious about the world around me.
- ☐ I think carefully about the questions I ask.
- ☐ I am good at asking the right questions to find out what I want to know.
- ☐ I learn from the questions other people ask.
- ☐ I am becoming more courageous with the questions I ask.

Structure your argument (____ / 20)

- ☐ I can state clearly the reasons for what I believe.
- ☐ I make sure to use the available evidence (data) when I set out to convince someone of my point of view.
- ☐ I try to avoid ideas for which there is no evidence.
- ☐ I make sure my ideas follow one another in a logical, step-by-step way.
- ☐ I consider other possible explanations before making up my mind.

GRADE 12: Self-assessment: How well am I doing with the following skills?

Participate actively in productive dialogue (____ / 20)

- ☐ I believe it is important to really listen to what others have to say.
- ☐ I am getting better at listening to what others have to say even if I don't agree with them.
- ☐ I try to include everyone and their opinions in conversations.
- ☐ I try to let someone know I don't agree with them in a respectful way.
- ☐ I am getting better at understanding and using assertive communication skills.

Be willing to challenge your thinking habits (____ / 20)

- ☐ I have an idea and I am ready to assess (test) it.
- ☐ I am clear about what I want out of this experiment.
- ☐ I have enough information to make an informed choice.
- ☐ I have reduced as many risks as possible.
- ☐ I am ready to risk failure and allow reality to give me feedback.

Represent your idea or data in an image, story or model (____ / 20)

- ☐ I understand that not all problems can be solved in a step-by step way.
- ☐ I am open to trying other ways and being creative.
- ☐ I am willing to think outside of the box, outside the rules, and outside what other people expect.
- ☐ I enjoy making surprising and innovative (original) connections.
- ☐ I enjoy the challenge of finding new and unique uses for ideas and objects.

Pause, reflect and assess your emotions and thoughts (____ / 20)

- ☐ When something triggers (sets off) my emotions, I am able to pause my thoughts and feelings.
- ☐ I recognise and understand my triggers (things that cause a strong emotional reaction in me).
- ☐ I am able to breathe, reflect and rethink before I speak or act.
- ☐ I am learning to see what is best for me.
- ☐ I know when I have had enough, and it is time to stop or leave.

GRADE 12: Self-assessment: How well am I doing with the following skills?

Question the way you make moral judgements (____ / 20)

- ☐ I understand that all my actions have consequences for me, others and the environment.
- ☐ I mostly have a clear sense of what is right and wrong for me.
- ☐ I know where my beliefs and judgements come from.
- ☐ I am willing and able to compare my reasons with the reasons of others.
- ☐ I am willing to change my perspective when necessary.

Try to acknowledge your emotions – learn from them – without becoming them (____ / 20)

- ☐ I am taking time to understand the feelings I have and where I feel them in my body.
- ☐ I am getting to know myself better and becoming more aware of my feelings.
- ☐ I know that I cannot control my feelings but I am getting better at managing what I do with them.
- ☐ I am learning to pay attention to what my emotions tell me about how I react to things around me.
- ☐ I am finding ways to use my emotions to help me learn more about the world.

Find, examine and weigh up the evidence (____ / 20)

- ☐ I understand where my points of view come from.
- ☐ I have evidence for my points of view.
- ☐ I understand that evidence is real and does not change with opinion. I can tell the difference between facts and fake news.
- ☐ I believe it is important to stay as close as possible to the evidence when making a decision.
- ☐ I am willing to rethink my point of view when there is new evidence.

Persevere and work it out (____ / 20)

- ☐ I understand that it can take time to reach answers or solutions to some challenges.
- ☐ I am not afraid to make mistakes and learn from them.
- ☐ I am not afraid to ask for help.
- ☐ I am willing to use my imagination, my whole body, and/or role-playing techniques to find a solution.
- ☐ I know when I need to slow down and take a break.

Do your research and present your ideas or hypothesis (____ / 20)

- ☐ I understand that knowledge systems are changing all the time.
- ☐ I know that it is my responsibility to keep up to date with these changes.
- ☐ I am willing to do research and observe things more closely.
- ☐ I am willing to engage with views that are very different from my own.
- ☐ I am willing to step out of my comfort zone.

Make an informed choice, with an awareness of consequences (____ / 20)

- ☐ I'm aware of when it's appropriate to follow, and when I must make my own decisions.
- ☐ I understand that the choices I make now will affect my future.
- ☐ I am taking time to explore all my options.
- ☐ I am figuring out what is important to me.
- ☐ I am ready to take responsibility and influence the events of my life as best I can.

Use empathy to perceive emotions and explore perspectives (____ / 20)

- ☐ I respect that everyone has the right to express their thoughts and feelings, as long as they are respectful.
- ☐ I am prepared to listen deeply, and understand what others are saying respectfully, even if I don't completely agree with what they are saying.
- ☐ I am willing to try and put myself in someone else's shoes and learn from them.
- ☐ I have a genuine curiosity for how other people think and feel.
- ☐ I understand that, if I do not open myself to the views of others, I may be missing out on an opportunity to learn from them.

Investigate the past - predict the future - relate it to the present (____ / 20)

- ☐ I understand the idea of cause and effect, and that my actions have consequences.
- ☐ I know that the choices I make now affect my future.
- ☐ I have a vision for my future.
- ☐ I try to make choices that will help me reach my vision.
- ☐ I am committed to balancing recreational time with my vision for the future. I prioritise my goals.

Some questions for self-reflection

How well do you understand this skill? Explain your answer.

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

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?

Strengthening the curriculum: Values

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

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

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

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

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

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

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





Definitions of explicit democratic values from the competency framework

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

Social Justice and Equity: Social justice, in the process of reducing the divisions of the past, with actions that resist discrimination, stereotyping, bullying and abuse. Equity is about ensuring fellow citizens have the means¹ necessary for exploring, discovering, developing, and expressing their potential.

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

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

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

An Open Society: Based on freedom of conscience, belief, expression⁴, and association. An open society values freedom of inquiry, a culture of dialogue, an experimental attitude, and a willingness to engage disagreements when evidence of error is presented. Open societies resist dogma (inflexible, beliefs that you are unwilling to change), encourage questioning, honesty, and independent critical thought as the means for both participating in constructive dialogue and for growing knowledge together.

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

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

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

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

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

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

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

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



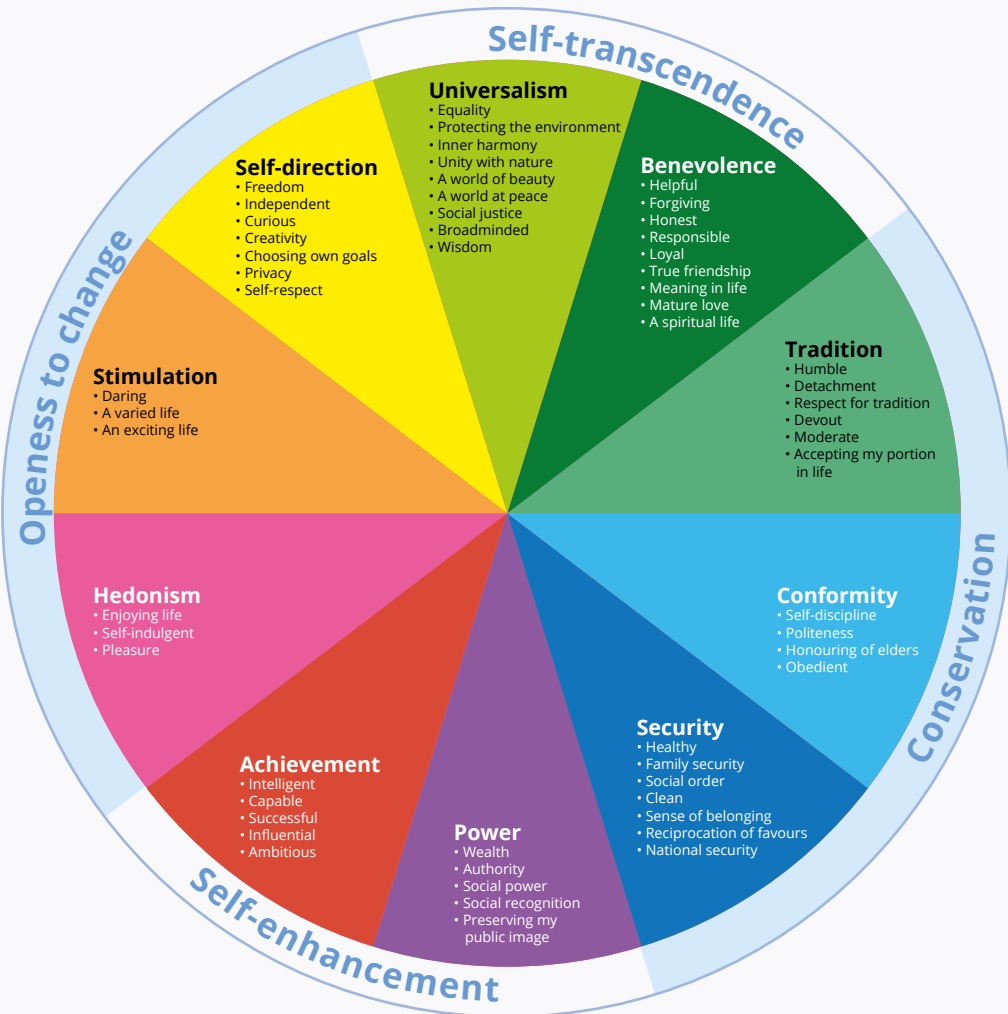
Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by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



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

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

Ten groups of basic human values



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

Universalism

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

Benevolence

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

Tradition

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

Conformity

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

Security

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

Power

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

Achievement

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

Hedonism

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

Stimulation

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

Self-direction

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

Adapted from The Common Cause Handbook 2011, published by the Public Interest Research Centre, UK (available from the Common Cause Foundation: <http://valuesandframes.org/>) Based on the Schwartz model. For further information on the original framework see Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. Online Readings in Psychology and Culture, 2(1).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 12 as a reminder to keep developing this practise. These prompts are not prescriptive.

Topic	Activity	In your journal...	Page no.
Development of the self in society Lesson 1.5 Relationships and communication	Effective communication	Reflect on your friendships. What is working? What would you like to change? How could you communicate more effectively?	Page 15
Study skills Lesson 2.4 Let's rock the exams!	Exam tip card	Reflect on how you feel about preparing for and writing examinations now. How can you further improve on this?	Page 29
Careers and career choices Lesson 3.4 Navigating entrepreneurship	Learning from entrepreneurs	What factors would lead you to choose self-employment? Reflect on how the different types of entrepreneurs may align with your vision for your future	Page 46
Democracy and human rights Lesson 4.4 Digital citizens	Being cyber savvy	How do your actions on social media show who you are? Journal about how your online behaviour shapes your identity and relationships.	Page 78
Social and environmental responsibility Lesson 5.5 We are in this together	Applying the lessons	Journal about what you can do to help create a better future for your family and community.	Page 103
Development of the self in society Lesson 6.6 Wellbeing = feeling well	A vision of wellbeing and a healthy lifestyle	Journal about how your current lifestyle is contributing to your future wellbeing. What makes you feel happy and good about yourself?	Page 123
Careers and career choices Lesson 7.4 The value and meaning of work	Finding meaning in work	Journal about the impact you want your future work to have. How will it shape your life and influence others?	Page 135

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 12 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Term 1: Development of the self in society Lesson set 1	A Focus on stress	Pages 6–7	Character and attitudes: Stress management
	B Communication and conflict	Pages 12–13	Character and attitudes: Conflict resolution
	C The Kongo Cosmogram	Pages 20–21	Indigenous Knowledge Systems
Term 1: Study skills Lesson set 2	D Preparing for assessments and your NSC	Pages 30–31	Education for sustainability
	E How to improve your matric results	Pages 32–33	Education for sustainability
	F The Second Chance Programme	Pages 34–35	Education for sustainability
Term 2: Careers and career choices Lesson set 3	G So what, now? Life after school	Pages 38–39	Sustainable livelihoods
	H Focus on unemployment	Pages 44–45	Sustainable livelihoods
	I Focus on entrepreneurship	Pages 48–49	Sustainable livelihoods
	J Culture + heritage = business ideas	Pages 54–55	Sustainable livelihoods
Term 2: Democracy and human rights Lesson set 4	K A summary of the bill of rights	Pages 72–73	Values and citizenship
	L Are you cyber savvy?	Pages 80–81	Psychological safety
Term 2: Social and environmental responsibility Lesson set 5	M From national to municipality	Pages 92–93	Values and citizenship
	N Energy for the future	Pages 96–97	Sustainable livelihoods
Term 3: Careers and career choices Lesson set 7	O Sample employment contract	Pages 126–127	Education for sustainability
	P Focus on trade unions	Pages 130–131	Values and citizenship
Term 4: Careers and career choices Lesson set 9	Q Useful information for studying and working	Pages 154–155	Education for sustainability



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.

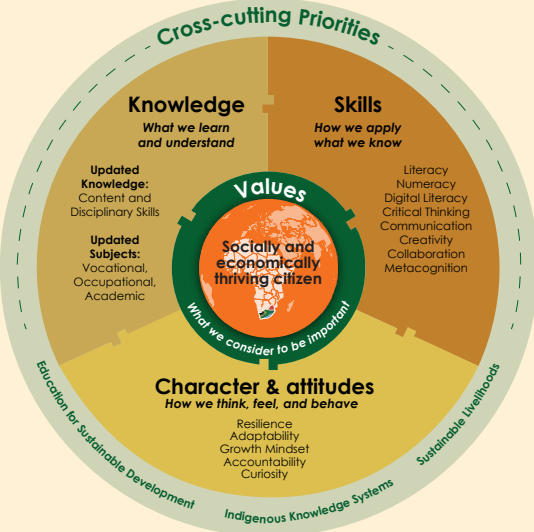
IKS offers alternative ways of **thinking, being and belonging**. Indigenous knowledge affects us in many ways, from the way we take care of ourselves and the natural world, to the way we communicate and express our creativity. It may be reflected in, for example, food production, medicine, technology,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

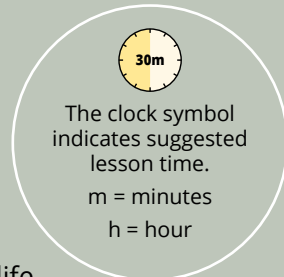
Each lesson set begins with the CAPS topic requirements.

The Overview table is set up as follows:

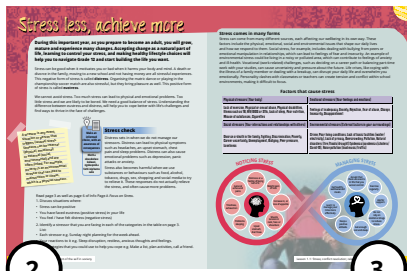
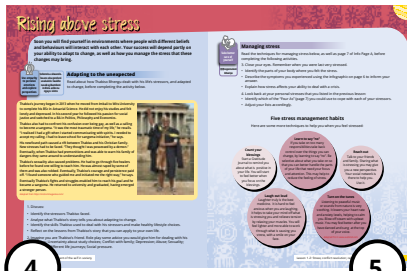
- The first column includes the CAPS topic, the title of each lesson (one double-page spread (DPS) of the textbook) and the suggested time it will take to cover the DPS.
- The second column gives a summary of the core knowledge and key messages that the lesson explores (see skills descriptions on pages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

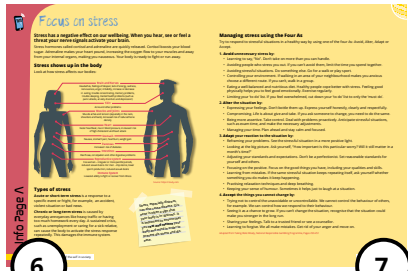
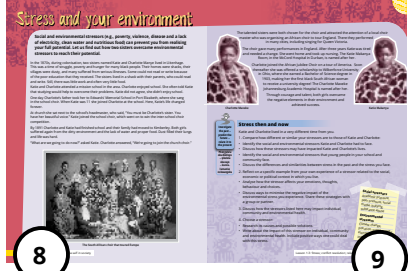
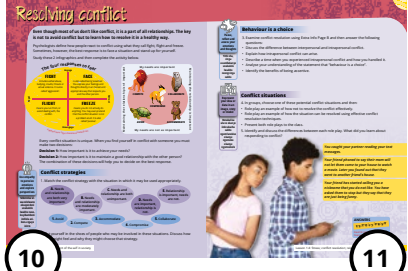
Lesson set 1: Stress; conflict resolution; relationships; adapting to change**Time: 4.5 hours****CAPS**

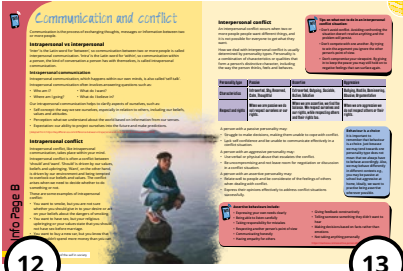
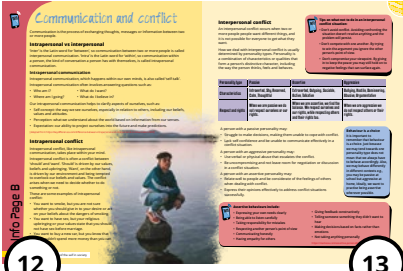
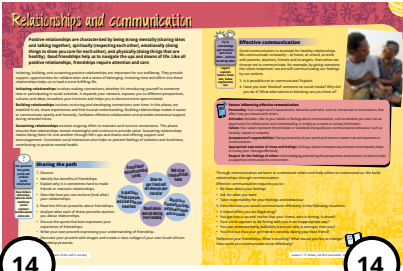
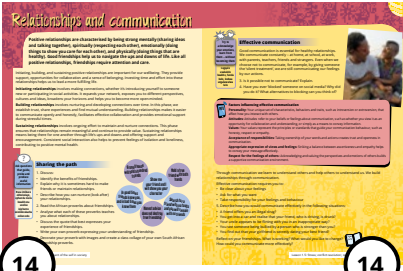
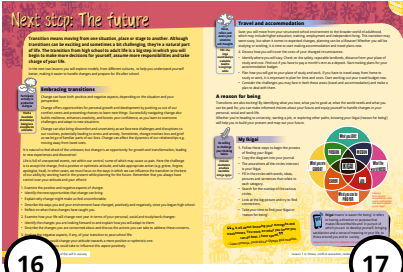
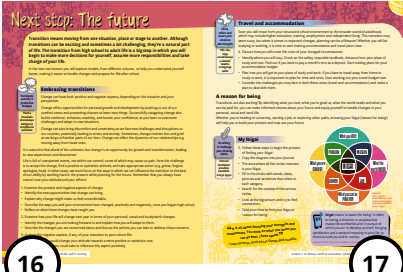
- Stress: Apply a range of life skills required to adapt to change as part of ongoing healthy lifestyle choices: stressors, change and quality of life; Identify and define stress and stressors: physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)
- Assess levels of stress: Signs and symptoms of stress, positive and negative stress; Evaluate own ability to prevent stress; Stress management: Coping mechanisms and/or management techniques, develop and implement own strategy
- Conflict resolution skills: Distinguish between interpersonal conflict and intrapersonal conflict; Conflict resolution: Conflict avoidance; Competing; Compromising; Accommodating; Collaboration
- Relationships: Discuss the importance of initiating, building and sustaining positive relationships: Importance of communication; Understanding others; Communicating feelings; Beliefs and attitudes
- Factors that influence effective communication: Personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others
- Adapting to growth and change: Change in circumstances (personal, social, work); Transition between school and post-school destination; Research and locate accommodation and travel arrangements, and determine possible challenges; Discuss the positive and negative aspects of change

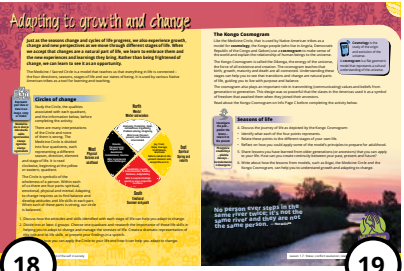
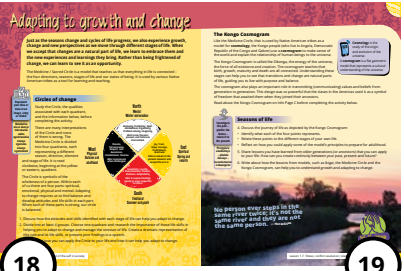
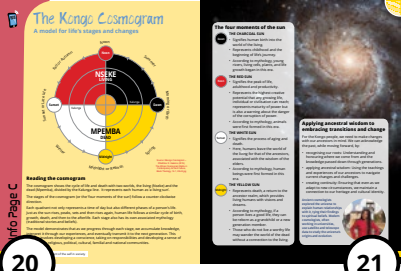
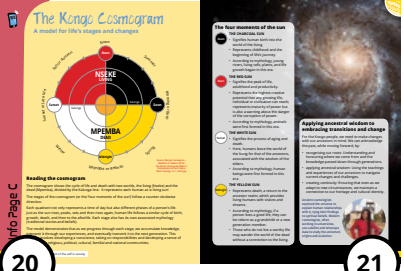


Assessment for Term 1 consists of Written Tasks for 80 marks and a Physical Education Task (PET) for 20 marks, making a total of 100 marks. Check the tables for the lesson sets in Term 1 to see which activities have been selected for the written tasks this term. Make the learners aware of the mark allocation for each activity so as to guide them in the length of the written answers they should submit.

Development of self in society	Core knowledge and key messages	Activity and key skills	Pages 2 – 21
Lesson 1.1 Stress less, achieve more 	Stress is categorised into distress, which negatively impacts health and wellbeing, and eustress, which is positive and enjoyable. There are four main types of stressors: physical, emotional, social and environmental. Managing these stressors effectively is essential to prevent distress and maintain overall wellbeing.	Examine stress, distress, warning signs of stress and managing stress. Reflect on own stress and ways to control it. Key skill: Make an informed choice with an awareness of the consequences	
Lesson 1.2 Rising above stress 	Success depends partly on our ability to adapt to change, as well as how we manage the stress that these changes may bring. There are certain things we can do to manage stress and deal with stressors in our life.	Examine case study about the difficulties experienced by Thabiso Bengu. Role play scenarios of giving Thabiso advice. Key skill: Use empathy to perceive emotions and explore perspectives Investigate the effects of stress on our ability to cope in different situations. Examples of stress-management techniques. Key skill: Take better care of yourself	

Development of self in society	Core knowledge and key messages	Activity and key skills	Pages 2 – 21
Info Page A Focus on stress	Support for Lesson set Learners read about different types of stress as well as how to manage and respond to stress.		
Lesson 1.3 Stress and your environment 	Social and environmental (e.g., poverty, violence, disease and a lack of electricity, clean water and nutritious food) can prevent you from realising your full potential. The historical context of the 1870s shows how external challenges impacted individuals' lives, emphasising the importance of overcoming social and environmental stressors to reach our potential.	Analyse environmental stressors of two sisters in the 1870s, comparing these stressors to those faced in own life. Research an environmental / social stressor. Key skill: Investigate the past – predict the future – relate it to the present	
Formal assessment Term 1: assignment, written task (20 marks) Suggested activities and mark allocation	Lesson 1.3 Stress and your environment Stress then and now 4. Choose a social or environmental stressor: Research its causes and possible solutions. (10 marks) Write about the impact of this stressor on individual, community, and environmental health. Include positive ways one could deal with this stress. (10 marks)		
Lesson 1.4 Resolving conflict 	People react to conflict in different ways (fight, flight, freeze). The fourth response is to face the conflict. This is called being assertive. Conflict can be resolved in various ways.	Read about fight, flight, freeze and face. Consider the different ways to resolve conflicts. Key skill: Use empathy to perceive emotions and explore perspectives Use Info Page B to examine interpersonal and intrapersonal conflict. Key skill: Pause, reflect and assess your emotions and thoughts Role play conflict situations using effective and ineffective strategies. Key skill: Represent your idea or data in an image, story or model	

Development of self in society	Core knowledge and key messages	Activity and key skills	Pages 2 – 21
Info Page B Communication and conflict	Support for Lesson set Learners read more about intrapersonal and interpersonal communication and conflict.		 12  13
Lesson 1.5 Relationships and communication 	Relationships help us to navigate the ups and downs of life. Good communication is essential for healthy relationships. Effective communication can be learned.	Reflect on friendship in the context of African proverbs and create own proverb. Key skill: Ask questions that guide, probe and produce useful information Define the skills needed for effective communication and apply them to situations. Key skill: Try to acknowledge your emotions, learn from them without becoming them	 14  14
Lesson 1.6 Next step: The future 	Transition means moving from one situation, place, or stage to another. Preparation, planning and having a vision are all helpful for managing the transition to adulthood. Learners who are planning to study must take care of certain practical matters. Understanding your Ikigai, or 'reason for being', is useful when considering your current actions and future aspirations.	Reflect on the changes in their life and ways to ensure a smooth transition to adult life. Key skill: Participate actively in productive dialogue Discuss decisions and challenges in relation to post-matric travel and accommodation. Key skill: Pause, reflect and assess your emotions and thoughts Begin the process of finding their Ikigai. Key skill: Be willing to challenge your thinking habits	 16  17
Notes	In Lesson 1.6 & 1.7 learners explore 3 models (Ikigai, Medicine Circle & Kongo Cosmogram) to examine transitions and adapting to change.		

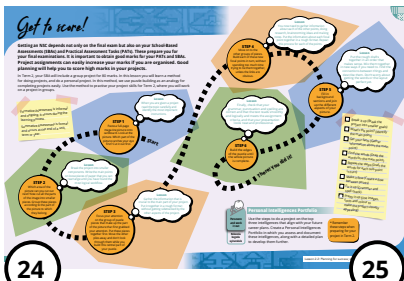
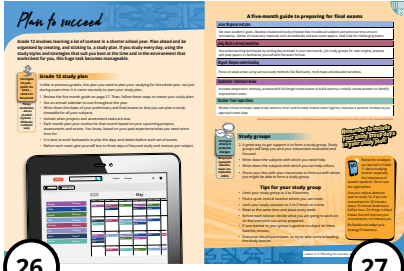
Development of self in society	Core knowledge and key messages	Activity and key skills	Pages 2 – 21
Lesson 1.7 Adapting to growth and change 	Just as the seasons change and cycles of life progress, we also experience growth, change and new perspectives as we move through different stages of life. When we accept that changes are a natural part of life, we learn to embrace them and the new experiences and learnings they bring. Rather than being frightened of change, we can learn to see it as an opportunity The Medicine Circle and Kongo Cosmogram are symbolic models to reflect on the stages of life.	Reflect on own life and qualities in the context of the Medicine Circle. Key skill: Represent your idea or data in an image, story or model Discuss the journey of life as depicted by the Kongo Cosmogram. Write about how the lessons from models, such as Ikigai, the Medicine Circle and the Kongo Cosmogram, can help you to understand growth and adapting to change. Key skill: Investigate the past – predict the future – relate it to the present	 18  19
Info Page C The Kongo Cosmogram	Support for Lesson set Learners read about and examine the Kongo Cosmogram.		 20  21

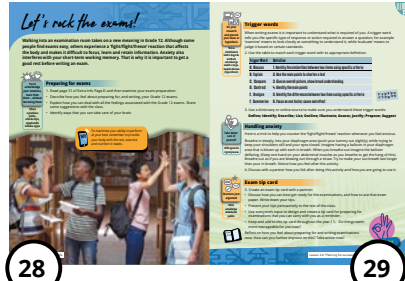
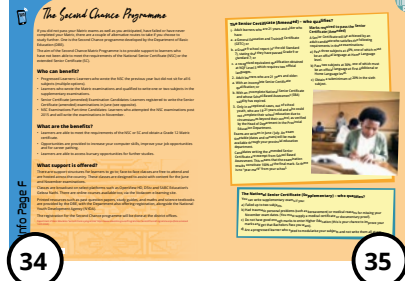
Lesson set 2: Planning for success; study skills; time management

Time: 2 hours

CAPS

- Develop a study plan to ensure obtaining of the National Senior Certificate (NSC)
- Revise own study skills, strategies, styles, time management and examination writing skills (read the question, plan the response, answer the questions, etc.)

Study Skills	Core knowledge and key messages	Activity and Key skills	Pages 22 – 35
Lesson 2.1 Your future starts here 	The NSC is your key to future opportunities. That is why your focus in Grade 12 is to work towards getting it. We possess diverse abilities to learn, remember, perform and understand through what are known as 'Multiple Intelligences', covering eight unique cognitive areas. While traditional schooling and assessments often focus on academic skills embracing these different intelligences can greatly enhance personal success and satisfaction, helping to align career paths with individual strengths and passions.	Explore importance of NCS and options if one does not get an NCS. Key skill: Structure your argument Examine the different types of intelligence and relate them to future careers. Key skill: Take better care of yourself	 22 23
Lesson 2.2 Get to score! 	How to tackle a project-based assessment; emphasis on priority-based/stepwise approach.	Use a puzzle as an analogy to show different ways of approaching and completing a puzzle/project. Use the steps to do a project on the top three intelligences that align with future career plans. Create a Personal Intelligences Portfolio. Key skill: Persevere and work it out	 24 25
Notes	Refer learners to the steps when preparing for their projects in Term 2.		
Formal assessment Term 1: assignment, written task (30 marks) Suggested activities and mark allocation	Lesson 2.2 Get to score! Personal Intelligences Portfolio 1. Use the steps to do a project on the top three intelligences that align with your future career plans. Create a Personal Intelligences Portfolio in which you assess and document these intelligences, along with a detailed plan to develop them further. (30 marks)		
Lesson 2.3 Plan to succeed 	Designing a study plan for Grade 12. Forming a study group.	Design a study plan. Key skill: Investigate the past – predict the future – relate it to the present Form a study group. Key skill: Participate actively in productive dialogue	 26 27

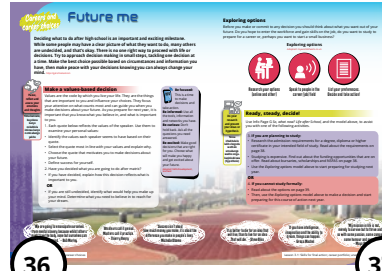
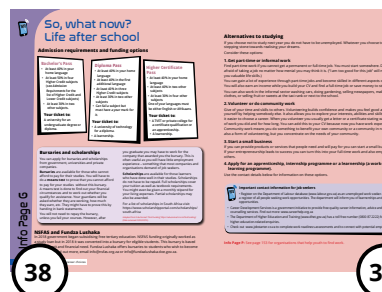
Study Skills	Core knowledge and key messages	Activity and Key skills	Pages 22 – 35
Lesson 2.4 Let's rock the exams! 	Preparing for the grade 12 exams: - Gaining control over feelings - Care of the brain - Trigger words in exams - Physical activity to calm nerves - Tip card for exam preparation	Discuss feelings about preparation for Grade 12 exams. Key skill: Try to acknowledge your emotions, learn from them without becoming them Define trigger words used in examinations. Key skill: Do your research and present your ideas or hypothesis Practise a physical exercise to calm nerves at examination time. Key skill: Take better care of yourself Create a tip card for exam preparation. Key skill: Structure your argument	 28 29
Info Page D Preparing for assessments and your NSC	Support for Lesson set Learners can read about school-based assessment and the importance of the NCS and get useful tips for preparing for, and writing, exams.		 30 31
Info Page E How to improve your matric results	Support for Lesson set Get a re-check / re-mark of exam papers; Apply to write the NSC (Supplementary) / Senior Certificate (Amended) exams; Go back to school; Study something else.		 32 33
Info Page F The Second Chance Programme	Support for Lesson set This programme offers support for learners who have not been able to meet the requirements of the National Senior Certificate (NSC) or the extended Senior Certificate (SC). or wish to improve their marks.		 34 35

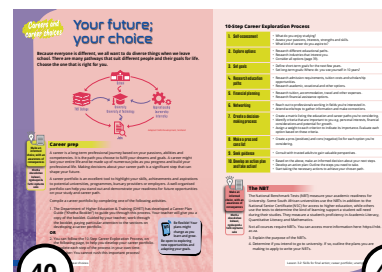
Lesson set 3: Skills for final action; career portfolio; unemployment; entrepreneurship

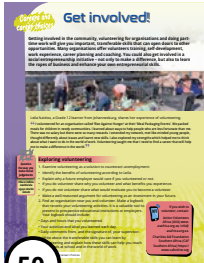
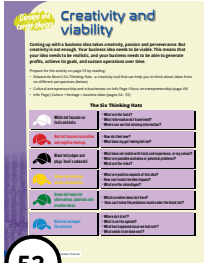
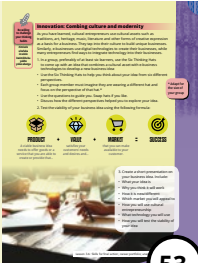
Time: 4 hours

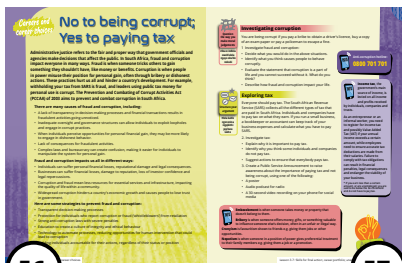
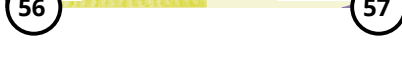
CAPS

- Skills for final action: Job or course and financial aid applications: Research and locate appropriate work or study opportunities from various sources (online and other); Research admission requirements for degree, diploma or higher certificate for the intended field of study; Research and locate appropriate funding opportunities from various sources (online and other)
- Develop a career portfolio: Use the Khetha Booklet to complete the relevant activities; Discuss the purpose of National Benchmark Tests (NBT); Apply to write the NBT
- Unemployment: Discuss reasons for and impact of unemployment: social, economic, psychological; Explore innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, informal jobs
- Entrepreneurship as an innovative strategy to counteract unemployment: Characteristics of an entrepreneur; Finding a niche in the job market; Benefits and challenges of entrepreneurship
- Explore opportunities in the following ventures: Small businesses; Social entrepreneurship; E-businesses; Innovative entrepreneurship; Cultural entrepreneurship
- Financial viability of entrepreneurship and other employment options including awareness of South African Revenue Service (SARS) tax obligations
- Fraud and corruption: embezzlement; cronyism; nepotism; bribery; Causes of fraud and corruption; The impact of corruption and fraud ; Strategies to prevent fraud and corruption

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 36 – 57
Lesson 3.1 Future me 	Values underpin life choices. Post-matric decisions and plans begin now. Learners who are planning to study must research admission requirements and funding opportunities. Learners who choose not to study have various options to consider.	Analyse quotations that reflect the values of the speakers and reflect on own values. Key skill: Pause, reflect and assess your emotions and thoughts Discuss decisions in relation to post-matric studies or alternatives to formal studies. Key skill: Do your research and present your ideas or hypothesis	
Info Page G So what, now? Life after school	Support for Lesson set Review the admission requirements for higher education and funding options and explore alternatives to studying.		

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 36 – 57
Lesson 3.2 Your future; your choice 	There are many pathways that suit different people and their goals for life. Making decisions about your career path is a significant step that can shape your future. A career portfolio is an excellent tool to showcase your skills, achievements and aspirations. The National Benchmark Tests (NBT) measure your academic readiness for University.	Use the Khetha booklet or the 10-Step Career Exploration Process to plan your career path and compile a career portfolio. Find out about the NBT. Key skill: Make an informed choice, with an awareness of consequences	
Lesson 3.3 Navigating unemployment 	While unemployment is a reality in our country, there are also innovative ways to counteract it. Portable or transferable skills are abilities that can be applied across various jobs and industries. They include skills like communication, problem-solving and teamwork, which are valuable in multiple work environments.	Explore unemployment by identifying self-employment skills, describing community employment alternatives, analysing causes and impacts and proposing mitigation activities e.g. volunteering and part-time work.. Key skill: Find, examine and weigh up the evidence Read a case study and explore portable skills. Key skill: Ask questions that guide, probe and produce useful information	
Info Page H Focus on unemployment	Support for Lesson set Learners can read about unemployment and ways to counteract it.		
Lesson 3.4 Navigating entrepreneurship 	Entrepreneurs recognise opportunities, then use these opportunities to develop and implement new business ideas.	Read about entrepreneurship (including Info Page I) and two case studies of entrepreneurs. Apply principles from their stories to explore possible entrepreneurial endeavours. Key skill: Be willing to challenge your thinking habits	

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 36 – 57
Info Page I Focus on entrepreneurship 	Support for Lesson set Learners can read about the financial viability of entrepreneurship and the challenges entrepreneurs face.	 	
Notes	Page 49 of this Info Page will be used in Lesson 3.6		
Lesson 3.5 Get involved! 	Volunteering has many advantages, including learning important, transferable skills that might open doors to other opportunities Social entrepreneurs make a difference in the world.	Read a case study about volunteering. Discuss own reasons for volunteering or not volunteering. Volunteer and reflect on the experience in writing or via video. Key skill: Question the way you make moral judgements Read about a social enterprise and reflect on it and consider own social enterprise to solve a community challenge. Key skill: Find, examine and weigh up the evidence	 
Lesson 3.6 Creativity and viability 	De Bono's Six-Hat Method is a tool to stimulate creativity and can be used to test business ideas. A business idea must be viable (product + value + market = success).	Explore the Six-Hat Method. Explore the viable business idea formula (product + value + market) and consider questions that entrepreneurs ask. Brainstorm an innovative business idea, that combines cultural entrepreneurship and e-businesses, using the Six-Hat Method and test it against the viability formula. Key skill: Be willing to challenge your thinking habits	 
Notes	Please review the preparation for this activity with learners on page 52.		
Formal assessment Term 1: assignment, written task (30 marks) Suggested activities and mark allocation	Lesson 3.6 Creativity and viability Innovation: Combing culture and modernity Use the following criteria to assess the group's business idea and presentation: - Assess the clarity and detail in the description of the business idea. (4 marks) - Evaluate the rationale behind why the learners think their business idea will work. (4 marks) - Evaluate how the idea is new or different from existing offerings. (4 marks) - Analyse the identification and understanding of the target markets for the business idea. (4 marks) - Assess how effectively the learners incorporate cultural elements into their business idea. (3 marks) - Evaluate integration of technology in the business idea. (3 marks) - Evaluate the methods proposed to test the viability of the business idea. (3 marks) - Assess the effectiveness of the presentation delivery and communication skills of the learners. (5 marks)		

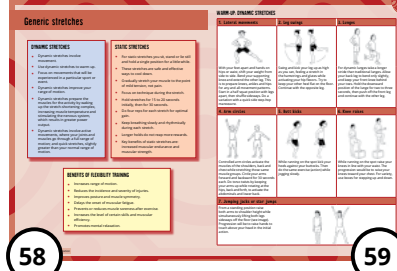
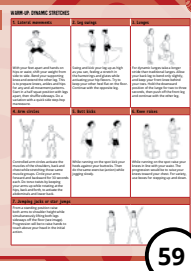
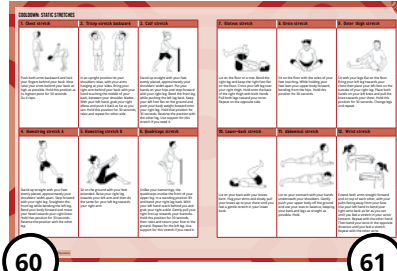
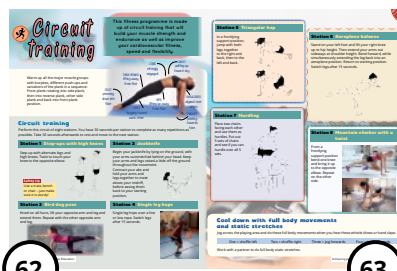
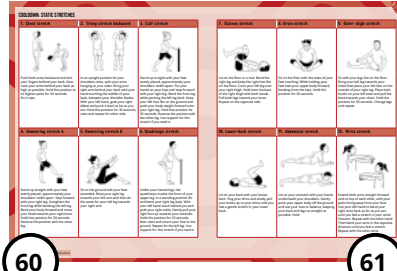
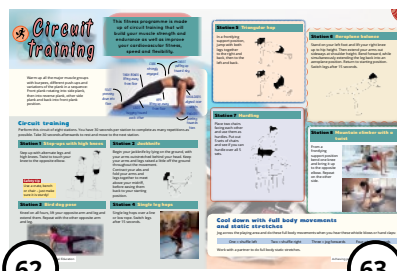
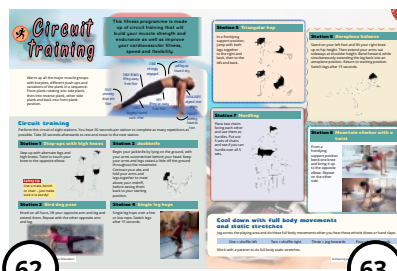
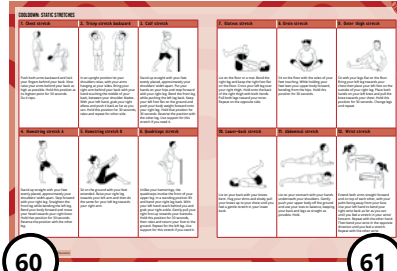
Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 36 – 57
Info Page J Culture + heritage = business ideas	Support for Lesson set Learners can read about traditional African body adornment, and its influence on contemporary body adornment, to gain inspiration for their business idea (Lesson 3.6).		 54
Lesson 3.7 No to being corrupt; yes to paying tax 	Fraud and corruption have far-reaching effects on society. The uses of tax and the importance of paying tax.	Consider own responses to corruption scenarios. Key skill: Question the way you make moral judgements Read about the importance of tax and create a message to raise awareness about paying taxes and not being corrupt. Key skill: Structure your argument	 56
			 57

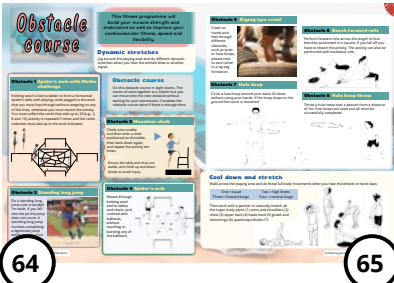
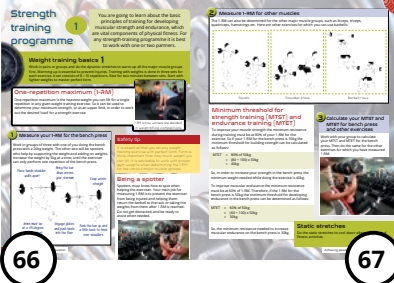
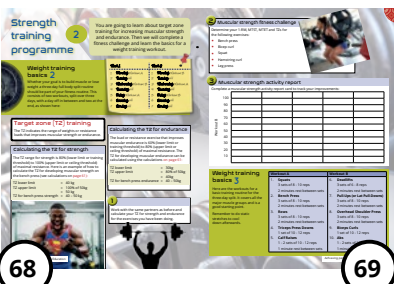
Activities that promote achievement of personal fitness and health goals

Time: 5 hours

CAPS

- Participation in programmes that promote achievement of personal fitness and health goals
- Participation and movement performance in programmes that promote achievement of personal fitness and health goals
- Safety issues relating to fitness exercises

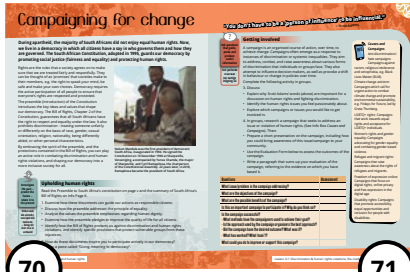
Physical education	Core knowledge	Activities	Pages 58 - 69
Dynamic stretches (Warm-ups) 	Dynamic stretches involve movement. Use dynamic stretches to warm up at the beginning of the lesson. Choose appropriate stretches for the activity in the lesson.	1. Lateral movements 2. Leg swings 3. Lunges 4. Arm circles 5. Butt kicks 6. Knee raises 7. Jumping jacks or star jumps	   
Static stretches (Cool down)	For static stretches one sits, stands or lies still. Static stretching is normally done at the end of a lesson as part of a cool-down activity.	1. Chest stretch 2. Tricep stretch backward 3. Calf stretch 4. Hamstring stretch A 5. Hamstring stretch B 6. Quadriceps stretch 7. Gluteus stretch 8. Groin stretch 9. Outer thigh stretch 10. Lower back stretch 11. Abdominal stretch 12. Wrist stretch	 
Circuit training 	Individual 30-second activities for developing physical fitness using circuit training.	1. Step-ups with high knees 2. Jackknife 3. Bird dog pose 4. Single leg hops 5. Triangular hop 6. Aeroplane balance 7. Hurdling 8. Mountain climber with a twist Cool down with full body movements and static stretches.	 
Support for lesson set Emphasise good body posture and form when performing the exercises.			

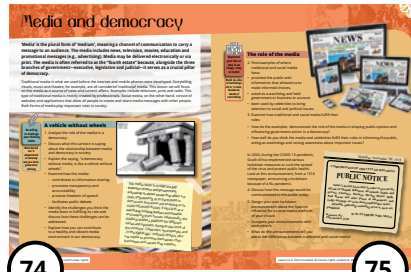
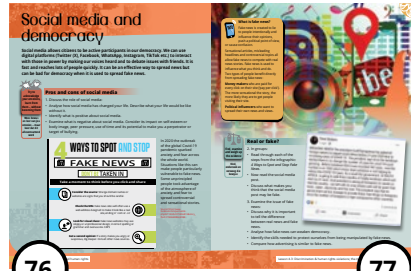
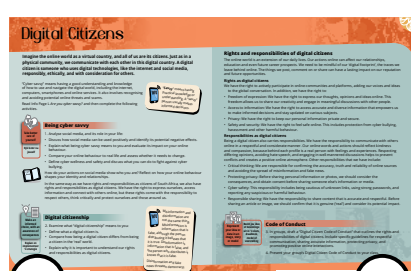
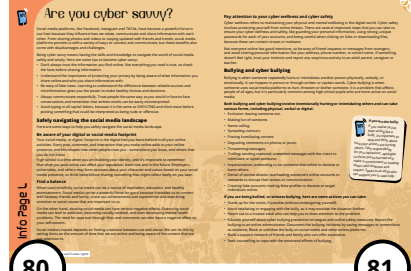
Physical education	Core knowledge	Activities	Pages 58 - 69
Obstacle course 	Individual activities for developing physical fitness using circuit training.	1. Spider's web with Maths challenge 2. Mountain climb 3. Standing long jump 4. Spider's web 5. Zigzag tyre crawl 6. Bench forward rolls 7. Hula hoop 8. Hula hoop throw Cool down with full body movements and static stretches.	 
Formal assessment Term 1: Physical Education Task (PET) Suggested activities for movement performance (20 marks)	Activities that promote achievement of personal fitness and health goals Obstacle course		
Support for lesson set • Identify suitable facilities in the community for the obstacle course. • Ask learners to create challenging obstacles.			
Strength training programme 1 	Use partner activities to develop muscular strength and endurance. Learn how to plan a muscular fitness training programme. Understand the science behind physical fitness training.	1. Weight training basics 1 2. Measure 1-RM for bench press 3. Measure 1-RM for other muscles 4. Calculate MTST and MTET for bench press and other exercises	 
Support for lesson set Enforce safety rules for high-risk activities.			
Strength training programme 2 	Use partner activities to develop muscular strength and endurance. Learn how to plan a muscular fitness training programme. Understand the science behind physical fitness training.	1. Weight training basics 2 2. Target zone (TZ) training 3. Calculate TZ for strength and endurance 4. Muscular strength fitness challenge 5. Muscular strength activity report 6. Weight training basics 3 (2 workouts for a basic training routine)	 
Support for lesson set Focus on fun and enjoyment to instil motivation for life-long participation in regular physical activity.			

Lesson set 4: Discrimination & human rights violations; the media; sports & nation building**Time: 5 hours****CAPS**

- Discrimination and violation of human rights: Evaluate own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights; Select and assess a project, campaign or event which addresses discrimination and human rights violations; Evaluation regarding outcomes of campaigns and events
- The media: Analyse and debate the role of the media in a democratic society; Distinguish between print and electronic media; Social media and social media platforms: Social media footprint: dangers of use and abuse of social media, cyber wellness / safety / bullying, being cyber savvy; Discuss the extent to which media reporting reflects a democratic society: topics covered / positions taken by editors / space allocated to topics, geographical distribution (accessibility of information to different groups in society); Freedom of expression and limitations; Critical analysis of media and campaigns regarding discrimination and human rights violations
- Sports and nation building: Critically discuss the coverage of sport, sports personalities and recreational activities by the media; Evaluate the Ideologies, beliefs and worldviews on recreational and physical activity across cultures and genders

Assessment for Term 2 consists of a Project for 80 marks, a Mid-Year Exam for 80 marks and a Physical Education Task (PET) for 40 marks, making a total of 200 marks. Activities and skills from Term 1 and Term 2 will be included in the exam. Pre-work for the project begins in Lesson 5.1 and the project concludes in Lesson 5.3. Check the table for Lesson 5.3, Hope for the future, to see the mark allocation for this project.

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 70 – 89
Lesson 4.1 Campaigning for change	Rights are societal agreements to ensure that we are all treated equally, fairly and respectfully. Democracy thrives on everyone's active participation to uphold these rights. The Preamble to the Constitution sets the democratic values, while the Bill of Rights in Chapter 2 guarantees equality and prohibits discrimination. A campaign is an organised course of action, over time, to achieve change. Campaigns often emerge as a response to instances of discrimination or systemic inequalities.	Examine the Preamble and Bill of Rights to understand their roles in promoting equality, dignity, quality of life and protections against discrimination, as guiding principles for responsible citizenship. Key skill: Participate actively in productive dialogue Research and evaluate a campaign that seeks to address an issue or violation of human rights. Key skill: Do your research and present your ideas or hypothesis	 7071
Info Page K A summary of the bill of rights	Support for Lesson set Learners examine a summary of the Bill of Rights.		 7273

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 70 – 89
Lesson 4.2 Media and democracy	The media includes news, television, movies, education and promotional messages (e.g., advertising). Media may be delivered electronically or via print. The media is often referred to as the "fourth estate" because, alongside the three branches of government—executive, legislative and judicial—it serves as a crucial pillar of democracy.	Reflect on the relationship between democracy and media. Key skill: Be willing to challenge your thinking habits Investigate how the media, as well as celebrities, fulfil their role in a democracy. Create social media messages and compare traditional and social media. Key skill: Represent your idea or data in an image, story or model	 7475
Lesson 4.3 Social media and democracy	Social media offers opportunities for citizens to be active in a democracy. It makes it easier to spread fake news. The spreading of fake news is not good for democracy. There are ways to spot fake news.	Discuss own experiences with social media. Key skill: Try to acknowledge your emotions, learn from them without becoming them Read a fake news post and use an infographic to determine why it is fake news. Discuss why fake news is bad for democracy. Key skill: Find, examine and weigh up the evidence	 7677
Lesson 4.4 Digital Citizens	A digital citizen is someone who uses digital technologies, like the internet and social media, responsibly, ethically, and with consideration for others. In the same way as we have rights and responsibilities as citizens of South Africa, we also have rights and responsibilities as digital citizens. We need to be mindful of our 'digital footprint', the traces we leave behind online.	Reflect on what it means to be cyber savvy. Key skill: Take better care of yourself Consider what digital citizenship means to you. Key skill: Make an informed choice, with an awareness of consequences Draft a Digital Citizen Code of Conduct. Key skill: Represent your idea or data in an image, story or model	 7879
Info Page L Are you cyber savvy?	Support for Lesson set Learn examine how to safely navigate the social media landscape.		 8081

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 70 – 89
Lesson 4.5 Be media smart 30m	Traditional media, influenced by the beliefs and values of journalists, editors, owners and funders, carry messages that shape our worldview, highlighting the importance of understanding the underlying factors that guide media content. By recognising who owns, controls and funds media channels such as television, radio and the internet, we can critically analyse the information presented and form informed opinions on various issues.	Analyse a news report of a protest and examine the choices made by the journalist that shape the views of the reader. Research a similar story to compare approaches. Key skill: Ask questions that guide, probe and produce useful information Role play a discussion between media role players and stakeholders about an approach to a story, bearing in mind ownership patterns, funding and other pressures they might experience. Key skill: Use empathy to perceive emotions and explore perspectives Reflect on the power of the media to influence opinion. Key skill: Persevere and work it out	Be media smart 8283
Lesson 4.6 Balancing freedom and responsibility 30m	While freedom of the press and freedom of expression are guaranteed in the Constitution, there are limitations. The #MeToo movement, a global campaign to address sexual harassment and assault, received large media coverage.	Reflect on the pros and cons of the #MeToo campaign. Research the effectiveness of the #MeToo movement (or another media campaign) focusing on its impact in addressing discrimination and human rights violations. Key skill: Structure your argument	Balancing freedom and responsibility 8485
Lesson 4.7 Sports in the media 30m	The coverage of sports in the media can have a huge impact on the way people view sports and the athletes who participate in them.	Consider how the media influences our understanding of sports including issues of gender bias and sensationalism. Key skill: Be willing to challenge your thinking habits Study two case studies and discuss the power of the media in sports. Key skill: Question the way you make moral judgements	Sports in the media 8687

Democracy and human rights	Core knowledge and key messages	Activity and Key skills	Pages 70 – 89
Lesson 4.8 Sports and recreation for all 30m	Physical and recreational activities play an important role in shaping cultural identities. The way we see physical activities differs across cultures and genders. It is everyone's human right to engage equally in recreation and physical activity. Physical and recreational activities, including sport, are a universal element of life, and an expression of human potential.	Compare the way sport is seen across cultures and create a sport/game that combines aspects of different cultures. Key skill: Represent your idea or data in an image, story or model Consider issues of gender in the context of sports coverage. Key skill: Question the way you make moral judgements Analyse the role of sports and recreation in life and as a human right. Key skill: Take better care of yourself	Sports and recreation for all 8889

Lesson set 5: Responsibility of different levels of government; personal mission & vision statement

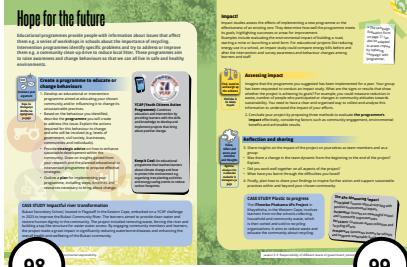
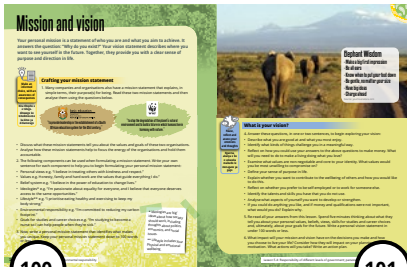
Time: 3 hours

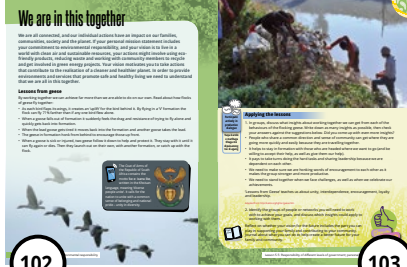
CAPS

- Elaborate on the responsibilities of various levels of government to create and amend laws, regulations, rules; provide community services to promote safe and healthy living environments
- Critically discuss the community’s responsibility to ensure environments and services that promote safe and healthy living
- Elaborate on educational and intervention programmes that address environments and services that promote safe and healthy living
- Evaluate impact studies that relate to projects that address social and environmental issues
- Formulate a personal mission and vision statement for life based on personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices
- Impact of vision on own actions and behaviour in life

Social and environmental responsibility	Core knowledge and key messages	Activity and Key skills	Pages 90 – 103
Lesson 5.1 A world of beauty and wonder 1h	Each level of the South African government is responsible for different community services that help to create a safe and healthy living environment. However, it is not only government’s responsibility to ensure that this right is upheld. Each community and citizen has to play their part too. The future is a function of actions taken in the present. We need to look after our planet for future residents.	Discuss factors that contribute to safe and healthy environments. Key skill: Do your research and present your ideas or hypothesis Read about Wangari Maathai and consider the future of the world you want to live in, and how each level of government, communities and individuals all play a role in achieving this. Key skill: Investigate the past – predict the future – relate it to the present	90 91
Info Page M From national to municipality	Support for Lesson set Learners can read about the responsibilities of each level of government, in general, as well as how the various levels of government and communities can cooperate to promote safe and healthy environments.		92 93

Social and environmental responsibility	Core knowledge and key messages	Activity and Key skills	Pages 94 – 103
Lesson 5.2 Shared responsibility 30m	Safe and healthy communities require active participation from everyone to maintain a safe and healthy environment. Sustainable development needs collaboration between government, communities and individuals to address local problems and find lasting solutions. Working together, communities can influence positive changes, supporting their wellbeing, livelihoods and safety.	Discuss how to work together as a group during the project. Key skill: Participate actively in productive dialogue Define what sustainability means and brainstorm actions using the five Earthshot areas. Key skill: Persevere and work it out Choose a community, identify specific problems, investigate a behaviour impacting the environment and describe actions required for change. Key skill: Do your research and present your ideas or hypothesis	94 95
Notes	This lesson is Part 1 of the project. Part 2 continues in Lesson 5.3. See below for the project assessment criteria.		
Info Page N Energy for the future	Support for Lesson set Learners can read about electricity, how it is generated, and about alternative sources of energy.		96 97

Social and environmental responsibility	Core knowledge and key messages	Activity and Key skills	Pages 90 – 103
Lesson 5.3 Hope for the future 	Educational programmes provide information about issues that affect people, aiming to raise awareness and change behaviours, while intervention programmes identify specific problems and address them to improve local conditions. Both types of programmes support safe and healthy environments by promoting sustainable practices. Impact studies measure the effectiveness of these programmes, providing evidence of success and areas needing improvement.	Develop an educational or intervention programme to educate the community or influence it to change unsustainable practices. Key skill: Structure your argument Propose an impact study to measure the project’s success. Key skill: Find, examine and weigh up the evidence Reflect on personal gains from the project, team dynamics and lessons learned. Key skill: Pause, reflect and assess your emotions and thoughts	 9899
Formal assessment Term 2: project (80 marks) Suggested activities and mark allocation	Lesson 5.3: Hope for the future Research Project: Shared responsibility / Hope for the future Project Steps - Define sustainability in your context - Choose a community and issue - Research the issue - Plan and develop your programme - Create your display - Evaluate the impact - Reflect on the process Mark allocation (80 marks) Content (40 marks): Identification of the issue and stakeholders (10); Programme design and proposed strategies (15); Evaluation methods and innovation (10); Reflection on the process (5) Effort and research (20 marks): Depth of research (10); Creativity in programme design (10) Presentation (10 marks): Presentation (10 marks): Organisation and clarity (10) Collaboration (10 marks): Communication and teamwork (10) Note See the specific steps for each project on the Project Assessment Sheet. Ensure each learner has a copy.		
Lesson 5.4 Mission and vision 	Creating a personal mission statement assists you to understand yourself better and recognise what is meaningful to you, what you want to achieve personally and how those goals fit in with your values and goals.	Write a personal mission statement. Key skill: Make an informed choice with an awareness of consequences Answer questions on own vision and purpose; write own vision statement. Key skill: Pause, reflect and assess your emotions and thoughts	 100101

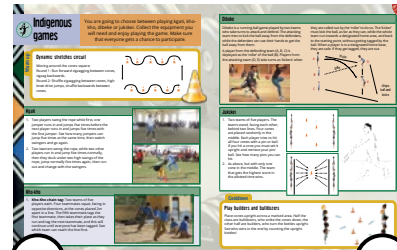
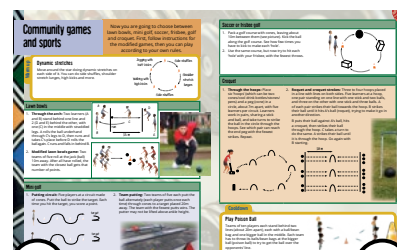
Social and environmental responsibility	Core knowledge and key messages	Activity and Key skills	Pages 90 – 103
Lesson 5.5 We are in this together 	We are all connected, and our individual actions have an impact on our families, communities, society and the planet. In order to provide environments and services that promote safe and healthy living we need to work together.	Consider lessons to be learned from geese about the value of cooperation Key skill: Participate actively in productive dialogue	 102103

Programmes and movements that promote long-term engagement in games and sports

Time: 4 hours

CAPS

- Participation in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity
- Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity
- Safety issues relating to participation in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity

Physical education	Core knowledge	Activities	Pages 104 - 111
Indigenous games 	Indigenous games to promote team building and communication.	Warm-up: Dynamic stretches circuit Practise and demonstrate the games: 1. Kgati 2. Kho-kho 3. Dibeke 4. Jukskei Cool-down: Play builders and bulldozers	 
Support for lesson set Let learners research, and present, the origins and rules of the games.			
Community games and sports 	Community sports to promote team building and communication.	Warm-up: Dynamic stretches Practise and demonstrate the sports: 1. Lawn bowls 2. Mini golf 3. Soccer/frisbee golf 4. Croquet Cool-down: Play poison ball	 
Formal assessment Term 2: Physical Education Task (PET) Suggested activities for movement performance (40 marks)	Programmes and movements that promote long-term engagement in games and sports Indigenous games or Community games and sports		
Support for lesson set Apparatus tips: • For lawn bowls, use different coloured tennis/netball balls. • For golf clubs and croquet mallets, use hockey sticks or rolled-up newspapers. • For targets in mini golf, soccer/frisbee golf and for hoops in croquet, use boxes, cones, hoops, bottles, or pencils pressed into the ground.			

Physical education	Core knowledge	Activities	Pages 104 - 111
Striking or net sports 	Striking or net sports to enhance functional movement skills.	Warm-up: Cardio and dynamic stretches circuit Choose and participate in two of the following sports: 1. Cricket 2. Volleyball 3. Baseball 4. Hand tennis Cool-down: Static stretches	 
Support for lesson set • Instructions are set up for groups of ten classmates. Adapt the activity as needed. • When learners have chosen their game they must collect/adapt the necessary equipment and find a place for their game.			
Invasion sports 	Invasion sports to improve physical fitness.	Warm-up: Cardio and dynamic stretches circuit Choose and participate in two of the following sports: 1. Soccer 2. Netball 3. Touch Rugby 4. Hockey Cool-down: Static stretches	 
Support for lesson set • Instructions are set up for groups of ten classmates. Adapt the activity as needed. • When learners have chosen their game, they must collect/adapt the necessary equipment and find a place for their game			

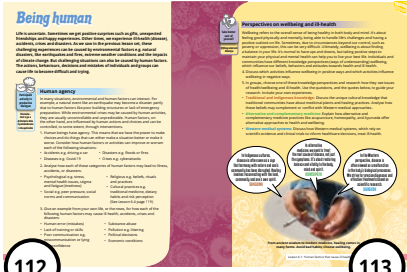
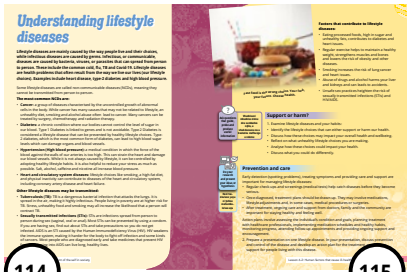
Lesson set 6: Understanding lifestyle diseases; making healthy choices; wellbeing; staying safe

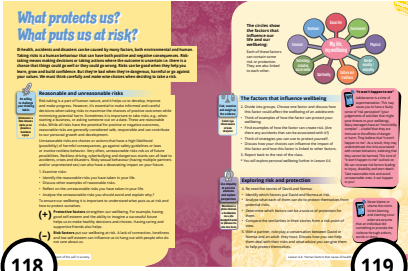
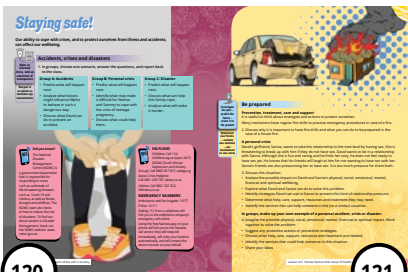
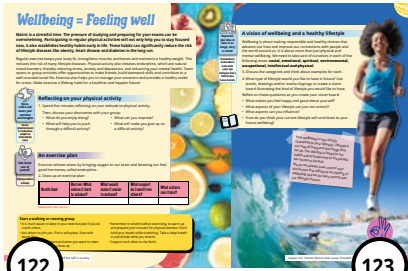
Time: 3 hours

CAPS

- Investigate human factors that cause ill-health, accidents, crises and disasters: Psychological, social, religious, cultural practices and different knowledge perspectives
- Factors that contribute to lifestyle diseases
- Identify, define and discuss: Poor eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour
- Identify, define and discuss lifestyle diseases that result from the factors listed above: Cancer, tuberculosis, hypertension, diseases of the heart and circulatory system, sexually transmitted infections (STIs), HIV and AIDS
- Recommend intervention strategies to deal with lifestyle diseases:
- Discuss the prevention and control of life, early detection, treatment, care and support for people suffering from lifestyle diseases
- Develop action plan for treatment, care and support for people suffering from lifestyle diseases
- Commit to participate in physical activities for long-term engagement to prevent lifestyle diseases: Discuss the benefits of long-term participation - Improves physical, mental, social and emotional well-being

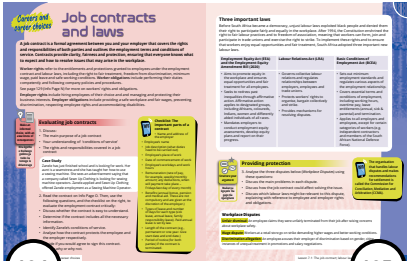
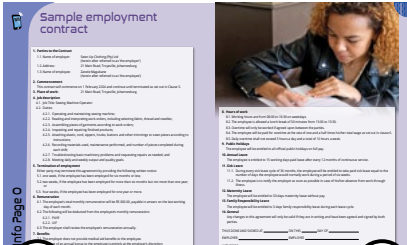
Assessment for Term 3 consists of a Final Exam for 80 marks and a Physical Education Task (PET) for 20 marks, making a total of 100 marks.

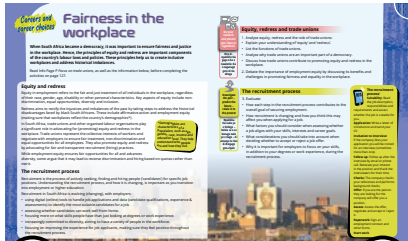
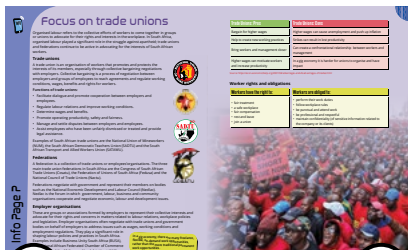
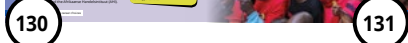
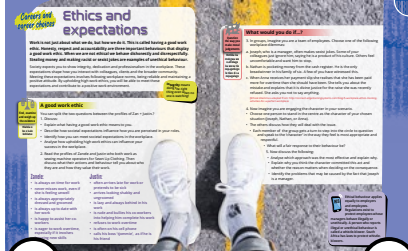
Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 112 – 123
Lesson 6.1 Being human	Human beings have agency - we have the power to make choices and do things that can either make a situation better or make it worse. Individuals and communities have different knowledge perspectives (ways of understanding) wellbeing, which influence our beliefs, behaviors and attitudes towards health and ill-health.	Consider how human factors may cause ill-health, accidents, crises and disasters. Key skill: Participate actively in productive dialogue Research different ways of understanding wellbeing and ill health. Key skill: Take better care of yourself	
Lesson 6.2 Understanding lifestyle diseases	Lifestyle diseases are linked to the way people live their life and can result from our daily choices. By understanding the consequences of these diseases on our health, we can make better decisions about our lifestyle.	Read about lifestyle diseases and consider how lifestyle choices influence lifestyle diseases. Key skill: Ask questions that guide, probe and produce useful information Reflect on the prevention of lifestyle diseases. Research a lifestyle disease including an action plan for the treatment, care and support for people living with this disease. Key skill: Do your research and present your ideas or hypothesis	

Development of self in society	Core knowledge and key messages	Activity and Key skills	Pages 112 – 123
Lesson 6.3 Making healthy choices	There are various factors that affect our wellbeing. Some of these we have control over, while others we cannot control. We can, however, influence them. We can make different choices by responding differently to our circumstances.	Consider questions of control, choice and influence. Read about two teenagers and discuss how they can make different choices by responding differently to their circumstances. Reflect on own life choices. Key skill: Try to acknowledge your emotions, learn from them without becoming them	
Lesson 6.4 What protects us? What puts us at risk?	Some factors protect us from illness, others put us at risk.	Consider the difference between reasonable and unreasonable risk. Key skill: Be willing to challenge your thinking habits Role play stories of risk and protection. Key skill: Find, examine and weigh up the evidence Consider the teenagers' stories in the context of risk/protection factors. Key skill: Use empathy to perceive emotions and explore perspectives	
Lesson 6.5 Staying safe!	We need to protect ourselves from accidents, crises and disasters. We need a strategy to deal with personal accidents, crises or disasters (prevention, treatment, care and support).	Analyse scenarios of an accident, a personal crisis and a disaster, and predict what will happen next. Key skill: Make an informed choice with an awareness of consequences Analyse a personal crisis scenario, make up their own crisis and analyse it in terms of prevention, treatment, care and support. Key skill: Investigate the past – predict the future – relate it to the present	
Lesson 6.6 Wellbeing = feeling well	Participating in regular physical activities establishes healthy habits and helps to prevent lifestyle diseases. Wellbeing is about more than just not being sick, it is about doing whatever you can to act responsibly and to make healthy choices. There are different categories of wellbeing.	Reflect on own physical activity. Key skill: Pause, reflect and assess your emotions and thoughts Draw up an exercise plan and start a walking or running group. Key skill: Take better care of yourself Reflect on own wellbeing and own lifestyle choices. Create a vision board of desired lifestyle. Key skill: Represent your idea or data in an image, story or model	

Lesson set 7: The job contract; labour laws; equity & redress; work ethics**Time: 3 hours****CAPS**

- The job contract: Investigate and report on the core elements of job contract; Discuss worker rights and obligations; Elaborate on the conditions of service; How does the job contract provide protection to the employer/employees?
- Labour laws: Identify and discuss Labour Relations Act, Employment Equity Act and Basic Conditions of Employment Act; How do the labour laws provide protection to the employer/employees?
- Equity and redress: Elaborate on the principles of equity and redress
- Recruitment process: general trends and practices
- Discuss the functions of trade unions and organised labour
- Work ethics: Work ethics and societal expectations; The value of work: How work gives meaning to life

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 124 – 135
Lesson 7.1 Job contracts and laws 	A job contract outlines the rights and responsibilities of both employer and employee, ensuring clarity and protection in the workplace. Workers and employers have rights and obligations (responsibilities). To implement these rights and to ensure that workers enjoy equal opportunities and fair treatment, South Africa adopted three important new labour laws.	Examine a checklist of the important parts of a contract and evaluate one. Key Skill: Make an informed choice with an awareness of consequences Examine the three laws and apply them to workplace disputes. Key Skill: Structure your argumen	 
Info Page O Sample employment contract	Support for Lesson set Learners use a sample employment contract to complete the activities in Lesson 7.1.		 

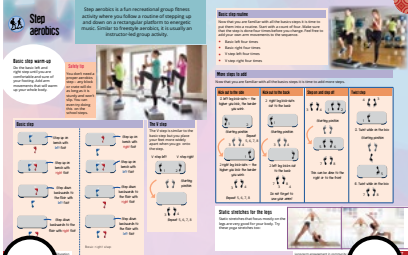
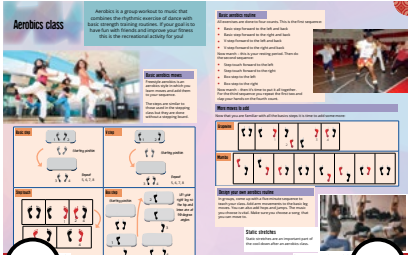
Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 124 – 135
Lesson 7.2 Fairness in the workplace 	As a result of South Africa's past, fairness in the workplace became an essential aspect of our democracy. Hence, the principles of equity and redress are important components of the our labour laws and policies. Trade unions serve a vital role in protecting employees and promoting equity and redress.	Analyse the roles of equity, redress and trade unions in promoting fairness and democratic participation in the workplace. Key Skill: Do your research and present your ideas or hypothesis Evaluate the recruitment process and ways in which it is evolving. Key Skill: Investigate the past – predict the future – relate it to the present	 
Info Page P Focus on trade unions	Support for Lesson set Learners read about trade unions and federations.		 
Lesson 7.3 Ethics and expectations 	The best way to show that we value our work, job or career is to behave in a way that is honest, respectful and accountable. This is called having a good work ethic. We also need to behave ethically at work.	Compare a good work ethic with a poor one. Explain what constitutes a good work ethic. Key Skill: Find, examine and weigh up the evidence Imagine ethical dilemmas in the workplace and suggest ways to deal with them. Key Skill: Question the way you make moral judgements	 
Lesson 7.4 The value and meaning of work 	Work gives meaning and value to every aspect of our life.	Identify how work adds value in all areas of life. Key Skill: Persevere and work it out Explore the meaning that individuals find in work. Key Skill: Use empathy to perceive emotions and explore perspectives	 

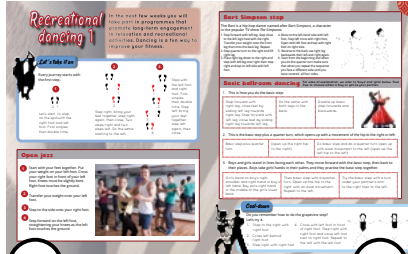
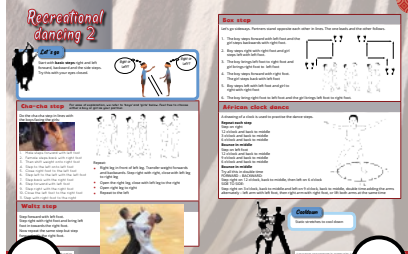
Activities that promote relaxation and recreational activities

Time: 3 hours

CAPS

- Participation in programmes that promote long-term engagement in relaxation and recreational activities
- Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities
- Safety issues relating to participation in relaxation and recreational activities

Physical education	Core knowledge	Activities	Pages 136 - 143
Step aerobics 30m × 1	Step aerobics is a fun recreational group fitness activity in which participants step up and down on a rectangular platform to energetic music. Similar to freestyle aerobics, it is usually an instructor-led group activity.	1. Basic step warm-up 2. Basic step 3. The V step 4. Basic step routine 5. More steps to add 6. Static stretches	 136 137
Support for lesson set Make sure that you have the following: • Appropriate music for your class • A clean and safe space • Enough creative steps			
Aerobics class 30m × 1	Aerobics is a group workout to music that combines the rhythmic exercise of dance with basic strength training routines. It enhances: • Cardiovascular fitness • Balance • Coordination • Strength • Endurance • Spatial awareness	1. Basic aerobic moves: • Basic step • The V step • Step touch • Box step 2. Basic aerobic routine 3. More moves to add • Grapevine • Mambo 4. Design own aerobics routine 5. Static stretches	 138 139

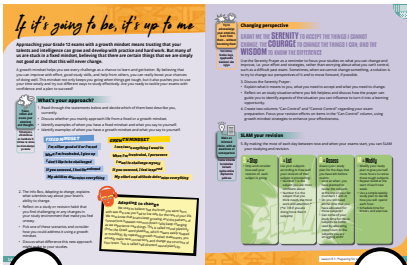
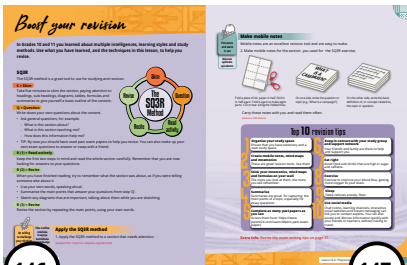
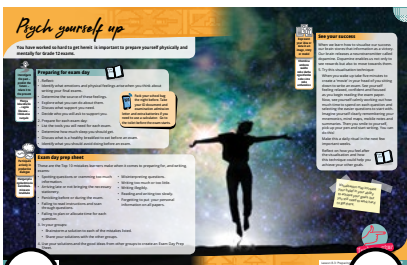
Physical education	Core knowledge	Activities	Pages 136 - 143
Recreational dancing 1 30m × 2	Recreational or social dancing is a fun and low-impact way to improve fitness.	1. Use steps in different directions and formations with/without a partner (single and double time) 2. Open jazz step 3. Bart Simpson step 4. Basic ballroom dancing 5. Cool-down: Grapevine step	Recreational dancing 1  140 141
Support for lesson set • Learners stand in a rank and file formation, facing each other. • Play five different types of music from different countries for a minute each. • Encourage learners to dance the way they feel when hearing each piece of music. • Learners must do the step together/step touch slowly and then fast. • The Bart Simpson must be done in a big group.			
Recreational dancing 2 30m × 2	Recreational or social dancing is a fun and low-impact way to improve fitness.	1. Basic step 2. Cha-cha step 3. Waltz step 4. Box step 5. African clock dance 6. Cool-down: Static stretches with a partner	Recreational dancing 2  142 143
Formal assessment Term 3: Physical Education Task (PET) Suggested activities for movement performance (20 marks)	Activities that promote relaxation and recreational activities Recreational dancing 1 and 2		
Support for lesson set: Assessment: Cha-cha dance: • Assess learners on the basis of coordination, uniformity, variations and creativity. • Assess learners individually even though they perform with partners/as a group. African clock dance: • Watch the African clock dance here: https://www.youtube.com/watch?v=Eqwq-3xJFdl • Let learners use a rope or hoop or draw a clock to do the African clock dance. • Learners must stretch their arms to the side when they move to numbers 3 and 9 and down when they move back into the centre.			

Lesson set 8: Preparing for success in Grade 12 exams

Time: 2 hours

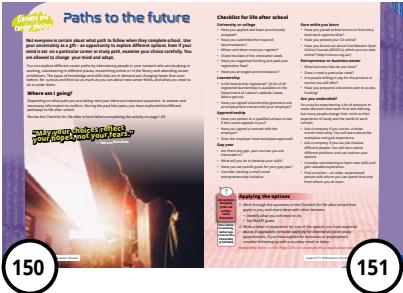
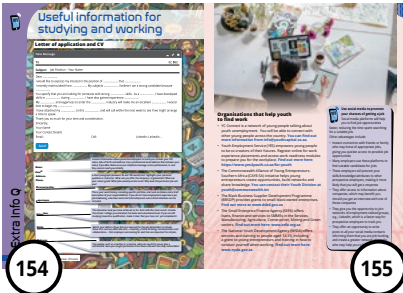
CAPS

- Preparing for success: strategies to follow in order to succeed in the Grade 12 examination
 - Revision of own study skills
 - Revision of examination writing skills

Study Skills	Core knowledge and key messages	Activity and Key skills	Pages 144 – 149
Lesson 8.1 If it's going to be, it's up to me 	A growth mindset helps you see every challenge as a chance to learn and get better. Believing that you can improve with effort, good study skills, and help from others, can boost your chances of doing well. Accept what cannot be changed or controlled and work on what can be influenced and changed. This is the time to adjust your study and revision plan ('SLAM').	Analyse self in terms of a growth or fixed mindset. Key skill: Pause, reflect and assess your emotions and thoughts Reflect on the acceptance, change and ways to influence success. Key skill: Try to acknowledge your emotions, learn from them without becoming them Refine study plan using SLAM. Key skill: Make an informed choice with an awareness of consequences	 144 145
Lesson 8.2 Boost your revision 	Important revision tools: SQ3R Method; Mobile notes. Top 10 Revision Tips. * Refer learners to page 31 for more exam writing tips.	Apply the revision tools to work that needs revision. Key skill: Be willing to challenge your thinking habits Make mobile notes. Key skill: Persevere and work it out	 146 147
Lesson 8.3 Psych yourself up 	Preparing for exam day. Top 10 Exam Mistakes. Visualising success.	Answer questions about preparing for exams. Key skill: Investigate the past – predict the future – relate it to the present Brainstorm solutions to the top 10 exam mistakes. Key skill: Participate actively in productive dialogue Visualise success. Key skill: Represent your idea or data in an image, story or model	 148 149

Lesson set 9: Refinement of portfolio of plans for life after school**Time: 2 hours****CAPS**

- Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans:
 - Update curriculum vitae (CV): Applications for part-time or full-time employment and/or bursaries
 - Consider and apply for alternative job or study opportunities
 - Manage responses regarding employment/study/bursary opportunities

Careers and career choices	Core knowledge and key messages	Activity and Key skills	Pages 150 – 155
Lesson 9.1 Paths to the future 	There are important questions to consider depending on the path you choose for the future. A letter of application is required for most choices. * Learners can see an example of an application letter on the Info Page page at the end of this lesson set.	Work through the questions relevant to the choice made for next year. Consider outstanding issues that need to be attended to. Write a letter of application. Key skill: Ask questions that guide, probe and produce useful information	
Lesson 9.2 My personal portfolio 	A personal portfolio is a collection of important information, accomplishments, skills, experience, attributes, values and achievements. It is a useful self-marketing tool that shows that you are organised and take yourself seriously.	Gather all the information and documentation required for a personal portfolio. Key skill: Find, examine and weigh up the evidence Create a 'To Do' List and a 'To Don't' list. Key skill: Take better care of yourself	
Info Page Q Useful information for studying and working	Support for Lesson set Learners can see examples of a letter of application and a CV template, as well as information on organisations that help youth to find work, and ways to use social media to find a job.		

Activities that promote life-long participation in physical activity

Time: 4 hours

CAPS

- Participation in a variety of activities that promote life-long participation in physical activity
- Safety issues relating to participation in physical activities

Physical education	Core knowledge	Activities	Pages 156 - 159
Dance aerobics 1 60m × 2	Line dancing is a step-by-step dance-style workout that strengthens core, legs and hamstrings.	1. Basic step warm-up 2. Synchronised dynamic stretching 3. Grapevine 4. Shuffling steps 5. Invent own line dance 6. Synchronised dynamic stretching	156
Dance aerobics 2 60m × 2	Additional line dance sequences. <i>Jersualema</i> dance.	1. Basic step warm-up 2. Practise a line dance using <i>Jersualema</i> 3. Combine a line dance with a dance that celebrates their heritage 4. Teach the dance to their classmates 5. Partner cool-down sequence	158

	Core knowledge and key messages	Activity and Key skills	Pages 160 – 161
It's a wrap	Consolidate the year's work.	Learners reflect on their Life Orientation journey and consider the impact of the different lessons: • What was the most valuable thing you learnt? • What did you learn about yourself? • What did you need to 'unlearn'? • Which new things sparked your curiosity? • Which new skills did you pick up? • What would you have liked to find out more about?	



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

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

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

Editorial contributors

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

Reviewers & Specialists

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

Life Orientation Subject specialists

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

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

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

Translators

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

Design & Images

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

Illustrators

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

Content developer – Creative Arts

Assitej South Africa

Administrative Support

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