

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.



Digital



At the Crossroads Teacher's Guide for Life Skills Textbook 1 and 2 Grade 6

Teacher's Guide for

At the Crossroads

Life Skills Textbook 1 and 2

Grade

6



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

Grade

6



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

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Foreword from the Department of Basic Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





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

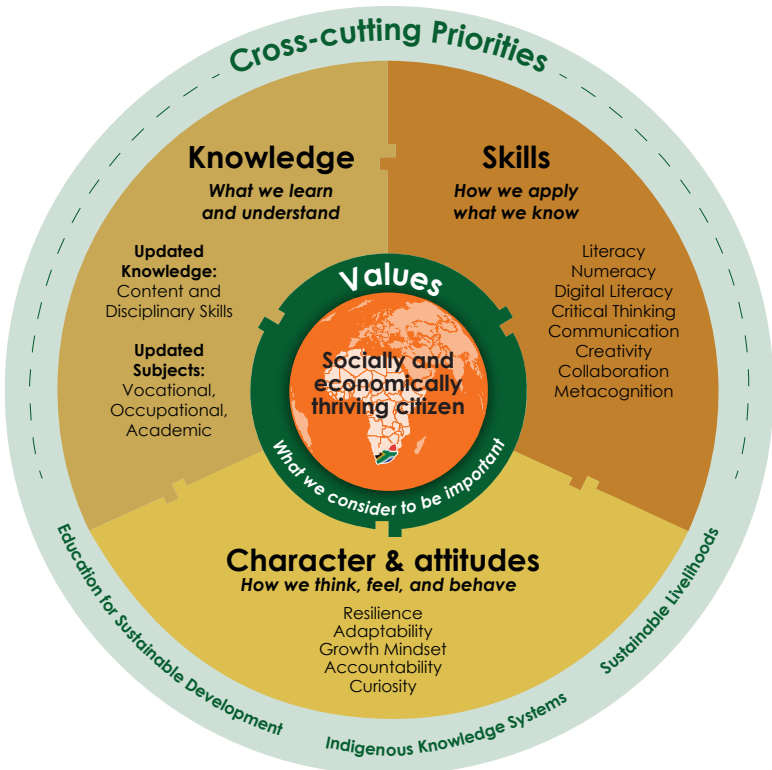
Opening Address by Minister Gwarube, MP, Basic Education, at the Association for Education Assessment in Africa (AEAA) International Conference 19 August 2024.

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

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

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

The Basic Education Competency Framework



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

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

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

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

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

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

Skills: How we apply what we know

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

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

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

Transversal Skills: Critical skills developed across disciplines, including:

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

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

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

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

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

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

Values: What we consider to be important

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

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

Cross-cutting Priorities

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

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

How to use the textbook



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

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to cover. Each lesson starts with a **title**, find no. 1 below. **Reading boxes**, find no. 2 below – provide information. **Pictures**, find no. 3 below, help you to understand the ideas in the lesson. All activities are based around a main **skill**, see no. 4 below. All lessons include **activities**, look at no. 5 below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. 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. You will find **Info Pages** in the lessons, look at no. 8. The **journal** icon, see no. 9 below, suggests when to write in your own private journal. Write in a language of your choice as you explore how you feel about things and record experiences you may like to look back on. The **footer** on the bottom right-hand page shows the lesson number and the topic of the lesson set, see no. 10 below. Look at no.11, a **sticker** shows you've come to the end of a lesson set.

1. The title of the lesson.

2. Reading boxes, stories and drawings explain concepts and provide background information to help you with the activities.

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

4. 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.

5. Each activity has a title and numbered instructions to guide you through a learning process.

The numbering continues across activities on the double-page spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

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

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

8. 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.

In your journal

9. A journal is a notebook where you write or draw your feelings and thoughts.

Your journal is for you. You do not have to share it with anybody unless you choose to do so.

11. A **sticker** like this shows that you are at the end of a lesson set.





Go through the features of a double-page spread, as explained on the previous pages 8 to 9. Use the questions below to help your learners identify the elements and understand how each element works on the page. All the questions are based on the Grade 6 textbook 1, pages 2–3. Ask questions to help the learners identify the elements and explain their purpose. An example process for this is shown below.

Identify design elements to help you use this textbook

Ask the learners to turn to pages 2 to 3 in textbook 1. These are shown on pages 8 to 9 of your Teacher's Guide.

The title of the lesson

1. What is the first thing you see on the top of the left-hand page? *Answer:* The title of the lesson.
2. What is the title for this lesson? *Answer:* Relax and be yourself.
 - Point out the writing in big letters that is below the heading. This is the introduction. Together with the title, it tells you what the lesson is about.
 - Ask the learners to turn to the next lesson – pages 4 to 5.
3. What is the title for this lesson? *Answer:* Changes during puberty.

The activities in the lesson – Relax and be yourself, pages 2 to 3.

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

1. What colour are the bands that show us the activity titles? *Answer:* Yellow.
2. How many activity titles are there in this lesson? *Answer:* Two.
 - Give the names for the two activities. *Answer:* What do you think? and Love your body.
3. Look at the first activity title on the left-hand page: What do you think?
 - How many parts are there to this activity? *Answer:* Two.
4. Now look at the activity on the right-hand page: Love your body.
5. How many parts are there to this activity? *Answer:* One.
6. How does the numbering work between the two activities? *Answer:* The numbering carries on across the activities.

If learners need more practice, the questions and answers below are based on: Changes during puberty, pages 4 to 5.

7. How many activity titles do you see on this page? *Answer:* One
8. What is the title of this activity? *Answer:* Be kind.
9. How many parts are there to this activity? *Answer:* Eight

The skills in the lesson – Relax and be yourself, pages 2 to 3.

Look at the picture next to the activity. What do you think it shows? Example answer: Two people talking. Explain that the drawing is part of the skill icon. It shows the main skill learners will practise in the activity.

1. Read the text under the icon. What does it say? *Answer:* Try to feel what someone else is feeling (English) and Zama ukuzwelana nomunye umuntu (isiXhosa).
2. What is the skill for the other activity in this lesson? *Answer:* Talk about your feelings (English) and Khuluma ngemizwa yakho (isiXhosa).

If learners need more practice, the questions and answers below are based on: Changes during puberty, pages 4 to 5.

3. How many skills do you see on this page? *Answer:* One
4. What is the name of the skill? *Answer:* Be kind to yourself (English), Yiba nomusa kuwe (isiXhosa).

Reading boxes, stories, photographs, drawings and diagrams – pages 2 to 3.

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

1. For the lesson: Relax and be yourself, which of these features and how many do you see in the lesson? *Answer:* One reading boxes and two photographs.

The footers at the bottom of the pages

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

1. What information do they see? *Answer:* Grade 6, Term 1 and Development of the self – the topic.

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

2. What information do they see? *Answer:* The lesson number 1.1 and the name of the lesson set, Positive body image.

Be sure to show the learners:

- The yebo yes sticker at the bottom of page 11. Stickers like these show that you are at the end of a lesson set.
- An example of an Info Page, turn to page 156 and 157. Tell the learners that these pages give more information and can help them with the activities.
- Ask the learners to find the journal icon for this lesson set. It can be found on page 3. Explain to the learners what a journal is and how journals work.

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

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

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

The **bookmarks in the ten of the official languages** can be found on pages 21 to 25 of your Teacher's Guide.



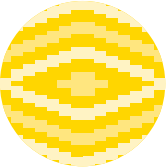
In the **Intermediate Phase school curriculum**, the subject Life Skills has different topics. In this book, the topics are organised in the groups shown on this page.

Each topic is colour-coded, to help you find all the pages on that topic.

Look for the colour code at the top right corner of a lesson page.

Personal and Social Well-being

Development of the self



Development of self explores ways to look after your physical, emotional and mental well-being.



Sexuality explores ways to develop relationships that are safe, healthy and meaningful.



Conflict explores ways to deal with disagreements, peer pressure, bullying and violence.

Social responsibility

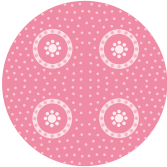


Social responsibility is about **human rights** and explores the value of diversity and encourages you to become an active member of society, protecting the freedoms of us all.

Health and environmental responsibility



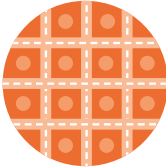
Nutrition explores the effects of the different foods we put in our bodies.



Health and hygiene explores how we can protect ourselves from harmful germs, including communicable and non-communicable diseases.



Environmental responsibility explores what we can do for a healthy environment.



Safety explores different types of safety, including road, railway, water, fire, electricity and cyber safety.

Physical Education



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

Physical Education



Physical Education is about movement that improves health and fitness.

Creative Arts



Performing Arts (dance, drama, music) develops the skills of using the body, the voice, the emotions and the imagination to create dance, musical and theatre performances.



Visual Arts develops the skills of making and understanding 2D and 3D works of art, and design principles.

Topics covered in Grade 6

Topic		Lesson set			
Term 1					
Development of self	Positive body image				
	Abilities, interests and potential				
	Peer pressure				
	Problem-solving skills in conflict situations				
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D			
Physical education	Generic stretches, Striking and fielding games				
Term 2					
Development of self	Self-management skills				
	Bullying				
Social responsibility	Cultural rites of passage				
	Dignity of the person in a variety of religions				
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D			
Physical education	Physical fitness programme				
Term 3					
Social responsibility	Caring for animals				
	Caring for people				
	Nation-building and cultural heritage				
	Gender stereotyping				
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D			
Physical education	Rhythmic patterns of movement				
Term 4					
Health and environmental responsibility	Basic first aid				
	Food hygiene				
	Communicable diseases				
	HIV and AIDS education				
Creative Arts	Performing Arts Warm up and play, Music, Dance, Drama	Visual Arts Visual literacy, Create in 2D, Create in 3D			
Physical education	Swimming and refined sequences				

12 At the Crossroads Teacher's Guide Grade 6

Life Skills: Intermediate Phase CAPS topics 13



Evidence tells us that when content knowledge is taught in isolation from skills, it is often learned superficially and does not lead to the deeper learning that enables learners to transfer their learning to other contexts. The ability to transfer learning to new contexts is essential for preparing young people to meet the complex demands of social, political, economic and technological changes.

The 15 key skills that are developed progressively through the *At the Crossroads* textbook series, are central to this learning journey. The skills, worded to reflect the development of learners through the Intermediate, Senior and Further Education and Training Phases, are shown in the table below.

The 15 skills progressed through the *At the Crossroads* textbook series

Key skill	Intermediate Phase	Senior Phase	Further Education and Training Phase
Love your being	Be kind to yourself	Enjoy a healthy mind and body	Take better care of yourself
Ask your questions	Ask questions about the things you want to know	Ask questions that will help you understand what is going on	Ask questions that guide, probe and produce useful information
Build your argument	Give a reason for what you think	Convince someone of your point of view	Structure your argument
Share and compare	Share and compare	Listen, talk and work it out together	Participate actively in productive dialogue
Test your idea	What's new? Try it	Test your idea – change your mind	Be willing to challenge your thinking habits
Create an image or a story to show what it is like	Make something to show what you think it is like	Create an image or a story to show what it is like	Represent your idea or data in an image, story or model
Reflect, re-think, refine	Think about your thinking	Step back – reflect and rethink – step back in	Pause, reflect and assess your emotions and thoughts
Do it for yourself	Choose what works best for you	Work out what is right and wrong for you	Question the way you make moral judgements
Express your feelings	Talk about your feelings	Explore and express your emotions	Try to acknowledge your emotions - learn from them - without becoming them
Find the evidence	Observe and describe	Tell a story based on evidence	Find, examine and weigh up the evidence
Work it out	Work it out yourself	Find your own way to solve it	Persevere and work it out
Do your research	Find out more (ask someone – look it up)	Search, record, compare	Do your research and present your ideas or hypothesis
Make a choice and decide	Show why it is helpful or harmful	Make a choice and decide	Make an informed choice, with an awareness of consequences
Feel with ...	Try to feel what someone else is feeling	Listen deeply to someone's feelings and thoughts	Use empathy to perceive emotions and explore perspectives
How did this happen? What will happen next?	Look back – look forward	How did this happen? What will happen next?	Investigate the past – predict the future – relate it to the present

In addition, each skill is described in more detail in the preliminary pages of the textbook, see pages x – xiii. 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 xiv to 1 in the textbook.

The bookmarks in the ten of the official languages can be found on pages 21 to 25 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 6. This table shows the distribution of all the skills covered by all the activities across all lesson sets for Grade 6.

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.



Skills	Ask questions about the things you want to know	Give a reason for what you think	Work it out yourself	Find out more (ask someone – look it up)	Make something to show what you think it is like	Think about your thinking	Observe and describe		What’s new? Try it	Look back – look forward	Share and compare	Be kind to yourself	Talk about your feelings	Show why it is helpful or harmful	Try to feel what someone else is feeling	Choose what works best for you
Number of times skill is covered over the year	7	10	9	13	10	4	14		5	10	6	7	8	9	13	9
TERM 1																
Lesson set 1 Positive body image					Page 9	Page 7 Page 8						Page 5	Page 3		Page 2 Page 11	
Lesson set 2 Abilities, interests and potential	Page 20		Page 22		Page 13		Page 15			Page 17 Page 24 Page 25	Page 12 Page 21					Page 15 Page 18
Lesson set 3 Peer pressure									Page 34	Page 31	Page 29	Page 29 Page 35	Page 26	Page 33	Page 27 Page 31	
Lesson set 4 Problem-solving skills in conflict situations			Page 41				Page 39			Page 37	Page 43			Page 45	Page 40	
TERM 2																
Lesson set 5 Self-management skills	Page 120	Page 115	Page 117						Page 121	Page 116 Page 123						Page 119 Page 122 Page 124
Lesson set 6 Bullying		Page 129 Page 132					Page 126					Page 130	Page 135	Page 127 Page 133	Page 128	Page 134
Lesson set 7 Cultural rites of passage		Page 145			Page 136		Page 142 Page 146 Page 147			Page 138			Page 140		Page 141	
Lesson set 8 Dignity of the person in a variety of religions				Page 150	Page 151		Page 148		Page 153	Page 155				Page 149	Page 152	



Skills	Ask questions about the things you want to know	Give a reason for what you think	Work it out yourself	Find out more (ask someone – look it up)	Make something to show what you think it is like	Think about your thinking	Observe and describe		What's new? Try it	Look back – look forward	Share and compare	Be kind to yourself	Talk about your feelings	Show why it is helpful or harmful	Try to feel what someone else is feeling	Choose what works best for you
Number of times skill is covered over the year	7	10	9	13	10	4	14		5	10	6	7	8	9	13	9
TERM 3																
Lesson set 9 Caring for animals	Page 10	Page 9 Page 11		Page 5	Page 11								Page 3	Page 4 Page 6	Page 7	
Lesson set 10 Caring for people						Page 17	Page 20		Page 15 Page 20						Page 13 Page 19	
Lesson set 11 Nation-building and cultural heritage		Page 25	Page 35	Page 30	Page 24 Page 26		Page 35				Page 22		Page 23 Page 28 Page 33			Page 22 Page 31 Page 33
Lesson set 12 Gender stereotyping	Page 38		Page 48	Page 49		Page 39	Page 43			Page 46				Page 41 Page 45		
TERM 4																
Lesson set 13 Basic first aid				Page 113			Page 111 Page 115									
Lesson set 14 Food hygiene	Page 119 Page 123	Page 117 Page 120	Page 124 Page 128	Page 117 Page 121	Page 118		Page 126					Page 122				
Lesson set 15 Communicable diseases				Page 127 Page 130 Page 133 Page 140 Page 142 Page 145	Page 139 Page 141		Page 138				Page 132	Page 131 Page 143				
Lesson set 16 Learning about HIV and AIDS	Page 146	Page 147	Page 149 Page 151												Page 148 Page 150	

Strengthening the curriculum: Multilingualism

The purpose of the multi-language skills bookmarks in the *At the Crossroads* Grade 6 Teacher's Guide is to support learners in developing core Life skills using the language they are most fluent in, thereby reducing cognitive load and aiding long-term memory retention. These bookmarks provide translations of essential skills—like problem-solving, expressing emotions, and critical thinking—into ten of South Africa's official languages. This multilingual approach validates learners' linguistic identities, enhances their ability to engage deeply with emotionally and intellectually demanding tasks, and facilitates equitable access to the curriculum. For teachers, the bookmarks serve as tools to reinforce foundational and transversal skills in a culturally responsive way.

The skills in the textbooks have been **translated into ten of South Africa's official languages** in order to facilitate the learner's development of these skills.

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

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

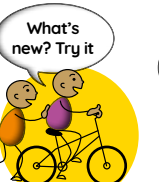
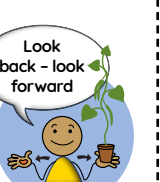
My skills in Afrikaans

 Ask questions about the things you want to know Vra vrae oor goed wat jy wil weet	 Give a reason for what you think Gee redes vir jou denke	 Work it out yourself Werk dit self uit
 Find out more (ask someone - look it up) Vind meer uit (vra 'n persoon en doen navrae)	 Make something to show what you think it is like Maak iets om te wys hoe jy dink dit is	 Think about your thinking Dink oor wat jy dink
 Observe and describe Let op en beskryf dit	 What's new? Try it Wats nuut? Probeer dit	 Look back - look forward Kyk terug - kyk vorentoe
 Share and compare Deel met mekaar en vergelyk	 Be kind to yourself Wees gaaf met jouself	 Talk about your feelings Praat oor jou gevoelens/ Praat oor hoe jy voel
 Show why it is helpful or harmful Wys uit hoe dit behulpsaam of nadelig / skadelik kan wees	 Try to feel what someone else is feeling Probeer iemand anders se gevoelens ervaar	 Choose what works best for you Kies wat werk die beste vir jou

My skills in isiNdebele

 Ask questions about the things you want to know Buza imibuzo ngezinto ofuna ukuzazi	 Give a reason for what you think Yenza into ukutjengisa ukuthi ucabanga bona injani	 Work it out yourself Irarulule ngokwakho
 Find out more (ask someone - look it up) Funisa okunengi (buza omunye - zifunele)	 Make something to show what you think it is like Yenza into eveza ukuthi ucabanga njani	 Think about your thinking Cabanga ngendlela ocabanga ngayo
 Observe and describe Qala ngelihlo elibukhali begodu hlathulula	 What's new? Try it Khuyini okutjha? Kuzame	 Look back - look forward Qala emva - qala phambili
 Share and compare Yabelana begodu umadanise	 Be kind to yourself Yiba nesisa kuwe	 Talk about your feelings Khuluma ngemizwa yakho
 Show why it is helpful or harmful Khombisa bonyana kubayini ilisizo namkha ilimazako	 Try to feel what someone else is feeling Zama ukuzwa indlela omunye umuntu azizwa ngayo	 Choose what works best for you Khetha lokho okukusebezela kuhle khulu

My skills in Sepedi

 Ask questions about the things you want to know Botšiša dipotšišo ka dilo tšeo o nyakang go di tseba	 Give a reason for what you think Efa lebaka la seo o se naganago	 Work it out yourself Šomana le yona ka bo wena
 Find out more (ask someone - look it up) Nyakišiša go ya pele (botšišago mongwe - e lebelele)	 Make something to show what you think it is like Dira se sengwe go bontšha gore o naganaga gore se bjang	 Think about your thinking Naganaga ka tsela yeo o naganago ka yona
 Observe and describe Lebelela botse o be o hlaloše	 What's new? Try it Ke eng se seswa? Se leke	 Look back - look forward Lebelela morago - lebelela pele
 Share and compare Abelana le babangwego mme o bapise	 Be kind to yourself Ikgaugele	 Talk about your feelings Bolela ka maikutlo a gago
 Show why it is helpful or harmful Bontšha gore ke ka lebaka la eng e thuša goba e gobatša	 Try to feel what someone else is feeling Leka go kwa seo motho yo mongwe a se kwago	 Choose what works best for you Kgetha seo se go šomelang bokaane

My skills in Sesotho

 Ask questions about the things you want to know Botsa dipotso ka dintho tse o batlang ho ditseba	 Give a reason for what you think Fana ka lebaka la seo o se nahanang	 Work it out yourself Iketsetse yona ka bowena
 Find out more (ask someone - look it up) Batlisisa haholwanyane (botsa motho e mong - itjhebele yona)	 Make something to show what you think it is like Etsa ntho e itseng ho bontsha hore na seo o se nahanang se jwang	 Think about your thinking Nahana ka tsela eo o nahanang ka yona
 Observe and describe Sheba ka ho ela hloko mme o hlaloše	 What's new? Try it Kee ng e ntjha? E leke	 Look back - look forward Hetla - sheba pele
 Share and compare Arorelana le ba bang mme o bapise	 Be kind to yourself Ikgauhele	 Talk about your feelings Bua ka maikutlo a hao
 Show why it is helpful or harmful Bontsha hore hobaneng e thusa kapa e le kotsi	 Try to feel what someone else is feeling Leka ho utlwa seo motho e mong a se utliwang	 Choose what works best for you Kgetha se o sebeletsang hantle haholo

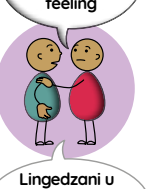
My skills in Setswana

 Ask questions about the things you want to know Botsa dipotso ka dilo tse o batlang go di itse	 Give a reason for what you think Naya lebaka la se o se naganang	 Work it out yourself Dira ka bowena
 Find out more (ask someone - look it up) Batla tse dingwe (botsa mongwe - e tihothomise)	 Make something to show what you think it is like Dira sengwe go bontsha gore o kanya gore se ntse jang	 Think about your thinking Naganaga ka menagano ya gago
 Observe and describe Lebelela ka go ela tlhoko o bo o tlhalosa	 What's new? Try it Ke eng se sentšha? Se leke	 Look back - look forward Lebelela kwa morago - lebelela kwa pele
 Share and compare Abelana mme le bapise	 Be kind to yourself Nna pelonomi mo go wena	 Talk about your feelings Bua ka maikutlo a gago
 Show why it is helpful or harmful Bontsha gore goreng se thusa kgotsa se le kotsi	 Try to feel what someone else is feeling Leka go utlwa maikutlo a motho yo mongwe a a ikutlwanng	 Choose what works best for you Itlhophele se se go direlang go gaisa

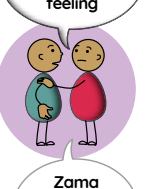
My skills in siSwati

 Ask questions about the things you want to know Buta imibuto ngetintfo lofuna kutati	 Give a reason for what you think Niketa sizatfu saloku lokucabangaka	 Work it out yourself Yisebente ngekwakho
 Find out more (ask someone - look it up) Tfola kabanti (buta lomunye umuntfu - funisisa)	 Make something to show what you think it is like Yenta intof kute ukhombise kutsi ucabanga kutsi injani	 Think about your thinking Cabanga ngekwabanga kwakho
 Observe and describe Bukisisa bese uyachaza	 What's new? Try it Yini lensha? Yizame	 Look back - look forward Buka emuva - buka phambili
 Share and compare Abela uphindze ucatanise	 Be kind to yourself Yiba nemusa kuwe	 Talk about your feelings Khuluma ngemivo yakho
 Show why it is helpful or harmful Khombisa kutsi kungani kululito nobe kungalimata	 Try to feel what someone else is feeling Zama kuva kutsi lomunye umuntfu uvani	 Choose what works best for you Khetsa lokukusebentela kancono kwendlula konkhe

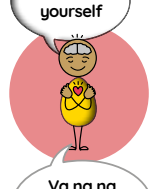
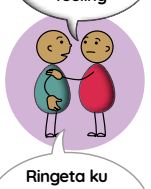
My skills in Tshivenda

 Ask questions about the things you want to know Vhudzisani mbudiso nga zwine na toda u zwi divha	 Give a reason for what you think Neani tshiiti tsha zwine na khou humbula	 Work it out yourself Itani uri ni zwi pfesese inwi mune
 Find out more (ask someone - look it up) Wanulusani zwinzhi (vhudzisani-munwe muthu - zwi toda)	 Make something to show what you think it is like Itani tshinwe tshithu u sumbedza zwine na humbulela zwi hanio	 Think about your thinking Humbulani nga kuhumbulele kwaṅu
 Observe and describe Sedzani ni talutshedze	 What's new? Try it Ndi zwifhio zwiswa? Zwi lingedzeni	 Look back - look forward Sedzani murahu - sedzani phanda
 Share and compare Kovhelani ni vhambedze	 Be kind to yourself Ivhani na vhuwawho kha inwi mune	 Talk about your feelings Ambani nga ha vhudjifi hanu
 Show why it is helpful or harmful Sumbedzani uri ndingani zwi tshi thusa kana u huvhadza	 Try to feel what someone else is feeling Lingedzani u pfa zwine munwe muthu a khou zwi pfa	 Choose what works best for you Nangani zwine zwa shuma khwine kha inwi

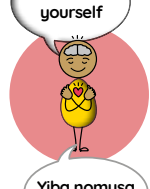
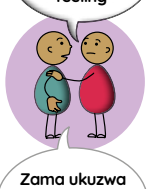
My skills in isiXhosa

 Ask questions about the things you want to know Buza imibuzo ngezinto ofuna ukuzazi	 Give a reason for what you think Nika isizathu soko ukucingayo	 Work it out yourself Zisombululele ngokwakho
 Find out more (ask someone - look it up) Funa okuthe kratya (buza emntwini - yikhangele ezincwadini nakwezinye iimbalo)	 Make something to show what you think it is like Yenza into ebonakalisa ukuba ucinga ukuba injani na	 Think about your thinking Cinga ngendlela ocinga ngayo
 Observe and describe Qwalasela uze uchaze	 What's new? Try it Yintoni entsha? Yizame	 Look back - look forward Jonga ngemva - jonga ngaphambili
 Share and compare Yabelana nabanye nithelekise	 Be kind to yourself Ziphathe ngobubele	 Talk about your feelings Thetha ngovakalelo lwakho
 Show why it is helpful or harmful Bonisa ukuba kutheni kuluncedo okanye kuyingozi	 Try to feel what someone else is feeling Zama ukuvelana nomnye umntu	 Choose what works best for you Khetha eyona ndlela ikulungela kakhulu wena

My skills in Xitsonga

 Ask questions about the things you want to know Vutisa swivutiso hi swilo leswi u lavaka ku swi tiva	 Give a reason for what you think Nyika xivangelo (rhizini) ya leswi wena u ehleketaka swona	 Work it out yourself Titirheli swona hi wexe
 Find out more (ask someone - look it up) Lavisisa /Kumisisa swin'wana (vutisa wun'wana - tilanguteli hi wexe)	 Make something to show what you think it is like Endla xo karhi ku kombisa leswi u ehleketaka leswo i xa njhani	 Think about your thinking Ehleketi hi mahleketelelo ya wena
 Observe and describe Languta hi vuxiyaxiyi kutani u hlamusela hi vuenti leswi endlekaka	 What's new? Try it I ncini lexintshwa? Xi ringeti	 Look back - look forward Languta endzhaku - languta emahlweni
 Share and compare Avelana na ku pimanisa	 Be kind to yourself Va na na musa eka wena n'winyi	 Talk about your feelings Vulavula hi matitwelo ya wena
 Show why it is helpful or harmful Kombisa leswo hikokwalaho ka yini swi pfuna kumbe ku vavisa	 Try to feel what someone else is feeling Ringeta ku twa hi ndlela leyi munhu wun'wana a ti twaka hi yona	 Choose what works best for you Langa lexi xi tirhaka ku antswa ngopfu eka wena

My skills in isiZulu

 Ask questions about the things you want to know Buza imibuzo ngezinto ofuna ukuzazi	 Give a reason for what you think Nikeza isizathu salokho okucabangayo	 Work it out yourself Zitholele wena ngokwakho
 Find out more (ask someone - look it up) Thola okuningi (cela omunye ukuthi akufune - zifunele)	 Make something to show what you think it is like Yenza okuthile ukukhombisa indlela ocabanga ukuthi kunjengayo	 Think about your thinking Cabanga ngendlela ocabanga ngayo
 Observe and describe Bheka okwenzekayo ebese uchaza kabanzi	 What's new? Try it Yini okusha? Kuzame	 Look back - look forward Bheka emuva - bheka phambili
 Share and compare Yabelana kanye nokuqhathanisa	 Be kind to yourself Yiba nomusa kuwe	 Talk about your feelings Khuluma ngemizwa yakho
 Show why it is helpful or harmful Bonisa ukuthi kungani kuwusizo noma kulimaza	 Try to feel what someone else is feeling Zama ukuzwa lokho okuzwiwa ngomunye umuntu	 Choose what works best for you Khetha okusebenza kangcono kuwe

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

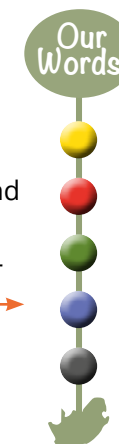
- Tools like Venn diagrams, T-charts, or flowcharts can help learners organise what they are reading and see relationships between ideas in the text.
- Encourage learners to take notes while they are reading using different graphic formats to find what works best for them. This will aid with comprehension 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 6. For further details on assessment, see CAPS Section 4.

Term 1			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 1: Development of the self	Consolidation of work done during the term. <i>Assignment/case study</i>	Lesson set 4: Problem-solving skills in conflict situations Book 1 pages 36–45 <i>Case study</i> - A detailed description of a conflict situation taken from a book, newspaper, magazine, video or the radio. - Ask learners to read, watch or listen to the description of the conflict. <i>Mark allocation</i> - Describe what the conflict is about. (10) - How many parties are involved in the conflict? (5) - Briefly describe what each party wants or their main point of view. (5) - Name two things you could do as a mediator to the parties in conflict. (10)	30 marks
Creative Arts: Performing Arts Topic 2: Improvise and create Topic 3: Read, interpret and perform	Creative Arts Task (CAT) to combine the use of at least two art forms. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Performing Arts’ tools, work sensibly with others and be creative.	Improvise and create – Book 1 pages 68-77 - A short drama based on an African folktale or traditional story for presentation. - Combine with expressive movement and mime to show emotions, characters and actions. - Simple rhythmic patterns on a drum: Base slap, open slap, muffle, etc. Use at key moments in the drama performance to underscore the action, create an interlude and introduce tension and/or character. <i>Mark allocation</i> - How well is the story performed? Is the story in sequence? Does it have a beginning, middle and end? (10) - Produce simple rhythmic patterns on a drum. (5) - Use of different drum strokes. (5) - Does the music or drums accompany the story? (5) - Is silence added as part of the story and sound? (5) - Participation (10)	40 marks
Physical Education <i>Generic stretches</i> <i>Striking and fielding games</i>	Physical Education Task (PET) <i>Participation</i> = present and participating in lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Volleyball or netball game – Book 1 pages 106-109 Modified soccer or cricket game – Book 1 pages 110-113 <i>Mark allocation</i> Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Term 2			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 1: Development of the self Topic 2: Social responsibility	Consolidation of activities done during the term. <i>Controlled test:</i> Work done in Terms 1 and 2 Assess knowledge recall, understanding and application of knowledge	Controlled test Based on lesson sets 1 to 8.	30 marks
Creative Arts: Visual Arts Create in 2D: Radiating pattern-making OR Create in 3D: A relief mandala/ radiating pattern	Creative Arts Task (CAT) artwork to take a minimum of three periods to complete. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Visual Arts tools, work sensibly with others and be creative.	Create a mandala – Book 1 pages 198-209 <i>Mark allocation</i> - Use of balance and symmetry (10) - Evidence of using skills and techniques (e.g. Pasting, cutting, wrapping, tying and joining various recyclable materials) (10) - Spatial awareness: Use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others (5) - Appropriate tidiness and sharing of space (5) - Appropriate use of tools (5) - Creativity and use of colour (5)	40 marks
Physical Education	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Circuit training – Book 1 pages 210-213 Physical fitness activities – Book 1 pages 214-217 <i>Mark allocation</i> Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Introduction to the suggested project for Term 3

Explain to learners that they will create a poster or make a presentation on how to take care of an animal of their choice. Their research will need to include the care the animal needs, the risks they face and places of safety.



Term 3			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 2: Social responsibility	Consolidation of work done during the term. Project Collect information/data outside class time and interpret and present findings during class with teacher facilitation.	Lesson set 9: Term 3 Project – Book 2 pages 2-11 Topic: Caring for animals Task: Create a poster or write a report on how to take care of animals, identify places of safety for animals and explain the importance of animal care. Requirements: - Choose an animal: Research and describe at least three ways to care for this animal. - Explain risks: Discuss dangers, risks, or environmental issues that may affect this animal. - Identify places of safety: Describe a shelter, service or organisation that helps protect animals in danger. - Use visuals: Add pictures or drawings to enhance your presentation. - List your sources. (For example, website address, interviews or books consulted). Mark allocation Content (15 marks): - Accurate descriptions of animal care (6) - Explanation of risks and environmental factors (6) - Relevance and clarity of information (3) Presentation (10 marks): - Neatness and creativity (5) - Effective use of colour and visuals (5) Effort and Research (5 marks) - Demonstrated understanding through research and detail (2) - Sources listed (3)	30 marks
Creative Arts: Performing Arts Topic 2: Improvise and create Topic 3: Read, interpret and perform	Creative Arts Task (CAT) to combine the use of at least two art forms. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Performing Arts' tools, work sensibly with others and be creative	Short improvisation sketch (Conflict in drama) Book 2 page 58 Movement sequences exploring conflict (Make a move) Book 2 pages 60-61 Dance and song to explore conflict (Agree or disagree) Book 2 pages 62-63 Mark allocation: - Development of the improv sketch and story (10) - Performance of movement sequences (10) - Dance and song to explore conflict (10) - Effort and participation (10)	40 marks
Physical Education	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Rhythmic patterns of movement – Book 2 pages 104-109 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			

Term 4			
Study Area and Topic	Formal assessment requirements	Suggested focus for formal assessment task and mark allocation	Mark allocation
Personal and Social Well-being Topic 3: Health and environmental responsibility	Consolidation of activities done during the term. End-of-year Exam 75 minutes minimum. Work done in Terms 1, 2, 3 and 4. Consists of three sections as shown in Section 4 of CAPS. Assess knowledge, skills and values. Allows for learners' interpretation of the questions.	End-of-year Exam Based on lesson sets 1 to 16	30 marks
Creative Arts: Visual Arts Create in 2D: Buildings, architecture and the environment OR Create in 3D or relief: Buildings, architecture and the environment	Creative Arts Task (CAT) artwork to take a minimum of three periods to complete. Observe participation, ability to respond to instructions, improvise with confidence, communicate through Visual Arts' tools, work sensibly with others and be creative.	Create a building façade in 2D (Pillars and arches) Book 2 pages 192-195 Design a window in 3D Book 2 pages 198-199 Integrate the 3D window as part of a building structure Book 2 pages 198-201 Mark allocation - Use of proportion, balance and symmetry (10) - Evidence of using skills and techniques (e.g. Pasting, cutting, wrapping, tying and joining various materials) (10) - Spatial awareness - Use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others (5) - Appropriate tidiness and sharing of space (5) - Appropriate use of tools (5) - Creativity and use of colour (5)	40 marks
Physical Education	Physical Education Task (PET) <i>Participation</i> = present and participating in the lesson. <i>Movement performance:</i> Focus on overall performance, must not encourage a sense of competition.	Swimming activities – Book 2 pages 202-205 Gymnastic sequences – Book 2 pages 206-209 Mark allocation Participation (20) Movement performance (10)	30 marks
Total: 100 marks			
Total for the year: 400 marks			

Topic: Caring for animals

Task: Create a poster **or** write a report about:

- How to take care of a type of animal
- Places of safety for these animals
- Why animal care is important.

Requirements:

- 1. Choose an animal:** You can choose any animal (e.g., a pet, wildlife, or farm animals). Research and describe at least three ways to care for this type of animal.
- 2. Explain potential risks:** Discuss dangers, risks, or environmental factors that may affect this animal.
- 3. Identify places of safety:** Describe a shelter, service, or organisation that helps protect the animal you have chosen for your poster or report.
- 4. Use visuals:** Add pictures or drawings to make your poster or report more interesting.
- 5. List your sources:** Provide at least two information sources you used, such as:
 - Internet research (include the website address)
 - Interviews (include date and place)
 - Books or magazines (include the title and author).

Assessment Criteria (Total 30 marks) as follows:

Content (15 marks):

- Accurate descriptions of animal care **(6)**
- Explanation of risks and environmental factors **(6)**
- Relevance and clarity of information **(3)**

Presentation (10 marks):

- Creativity, neatness and clear structure **(5)**
- Effective use of colour and visuals **(5)**

Effort and Research (5 marks):

- Evidence of research and effort **(2)**
- Sources listed **(3)**

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, Social Responsibility, or Health and Environmental Responsibility. To identify which skills were emphasised in a particular lesson set, teachers should consult the Skills Overview Table on pages 16–19 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 the self-assessment template for all 15 of the skills in the Intermediate Phase on the following pages.



GRADE 6: Self-assessment: How well am I doing with the following skills?

Name: _____

Skill 1: _____

Skill 2: _____

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

Rate yourself

4 = Yes, I am doing great!
3 = I am trying my best.
2 = I want to practise more.
1 = I'm not interested.

Be kind to yourself (____ / 20)

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

Ask questions about things you want to know (____ / 20)

- ☐ I like to learn new things.
- ☐ I think before I ask a question.
- ☐ I ask good questions to find out more.
- ☐ I listen to other people's questions.
- ☐ I am brave about asking questions.

Give a reason for what you think (____ / 20)

- ☐ I explain why I think something is true.
- ☐ I give examples when I share my ideas.
- ☐ I check if my ideas make sense.
- ☐ I listen to other opinions.
- ☐ I change my ideas if I need to.

GRADE 6: Self-assessment: How well am I doing with the following skills?

Share and compare (____ / 20)

- ☐ I listen carefully when people talk.
- ☐ I listen even when I don't agree.
- ☐ I include everyone in conversations.
- ☐ I share my ideas in a kind way.
- ☐ I try to understand different opinions.

What's new? Try it (____ / 20)

- ☐ I like to try new ideas.
- ☐ I plan what I want to do with a new idea.
- ☐ I check if I have everything I need to be able to try out my new idea.
- ☐ I think about what might go wrong.
- ☐ I am okay if things don't work the first time.

Make something to show what you think it is like (____ / 20)

- ☐ I like solving problems in new ways.
- ☐ I think of fun and different ideas.
- ☐ I try to connect different ideas together.
- ☐ I enjoy using old things in new ways.
- ☐ I keep trying even when things get difficult.

Think about your thinking (____ / 20)

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

GRADE 6: Self-assessment: How well am I doing with the following skills?	
Choose what works best for you	(____ / 20)
☐ I think about how my actions affect others.	
☐ I try to make good decisions.	
☐ I understand why I think a certain way.	
☐ I listen to other people’s reasons.	
☐ I can change my mind if I need to.	
Talk about your feelings	(____ / 20)
☐ I think about how I feel.	
☐ I know that understanding my feelings helps me know myself better.	
☐ I can’t control feelings, but I can control my actions.	
☐ My feelings help me understand the world.	
☐ I use my emotions to help me learn more about myself and the world..	
Observe and describe	(____ / 20)
☐ I know where my ideas come from.	
☐ I look for real facts.	
☐ I know facts don’t change with opinions.	
☐ I try to base my decisions on real facts.	
☐ I am willing to change my mind if new facts appear.	
Work it out yourself	(____ / 20)
☐ I know some answers take time to find.	
☐ I learn from my mistakes.	
☐ I ask for help when I need it.	
☐ I use my imagination to solve problems.	
☐ I know when to take a break.	

GRADE 6: Self-assessment: How well am I doing with the following skills?	
Find out more (ask someone – look it up)	(____ / 20)
☐ I know the world is always changing.	
☐ I like to keep learning.	
☐ I look things up to find answers.	
☐ I listen to different opinions.	
☐ I try new things, even if they are hard.	
Show why it is helpful or harmful	(____ / 20)
☐ I know when to follow and when to make my own choices.	
☐ I think about how my choices could affect my future.	
☐ I look at all my options.	
☐ I know what is important to me.	
☐ I am learning to make good life choices.	
Try to feel what someone else is feeling	(____ / 20)
☐ I respect other people’s feelings and ideas.	
☐ I listen carefully, even when I don’t agree.	
☐ I try to understand how others feel.	
☐ I like learning from different people.	
☐ know that listening to others helps me grow.	
Look back – look forward	(____ / 20)
☐ I understand that what I do today affects tomorrow.	
☐ I try to make good choices for my future.	
☐ I have a goals for my future.	
☐ I make choices that help me reach my goals.	
☐ I don’t let fun things get in the way of my future.	

GRADE 6: Self-assessment: How well am I doing with the following skills?

Think about It

How have you used these skills at school?

Have you used them at home or outside school? How?

What is the hardest skill for you?

What can you do to get better at it?

How can this skill help you in life?

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 6: How well did our group do?

Use the rating scale below to assess yourself and all the members of your group. Be honest and fair!

4 = Very well done
3 = Well done
2 = Not enough effort made
1 = Made no effort

Self-assessment – Name: (____ / 20)

☐

Helped with planning the process and shared ideas

☐

Showed interest and encouraged others

☐

Listened to all ideas and worked well with others in the group

☐

Took part in all tasks

☐

Overall part in the end product

Peer assessment – Peer 1 – Name: (____ / 20)

☐

Helped with planning the process and shared ideas

☐

Showed interest and encouraged others

☐

Listened to all ideas and worked well with others in the group

☐

Took part in all tasks

☐

Overall part in the end product

Peer assessment – Peer 2 – Name: (____ / 20)

☐

Helped with planning the process and shared ideas

☐

Showed interest and encouraged others

☐

Listened to all ideas and worked well with others in the group

☐

Took part in all tasks

☐

Overall part in the end product

Peer assessment – Peer 3 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Peer assessment – Peer 4 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Peer assessment – Peer 5 – Name: _____ (____ / 20)

- ☐ Helped with planning the process and shared ideas
- ☐ Showed interest and encouraged others
- ☐ Listened to all ideas and worked well with others in the group
- ☐ Took part in all tasks
- ☐ Overall part in the end product

Total mark: ____ /120

Some questions for self-reflection

What did you learn from this group?

What do you think went well?

What would you do differently next time?

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, “*Motheo ke motheo 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.”

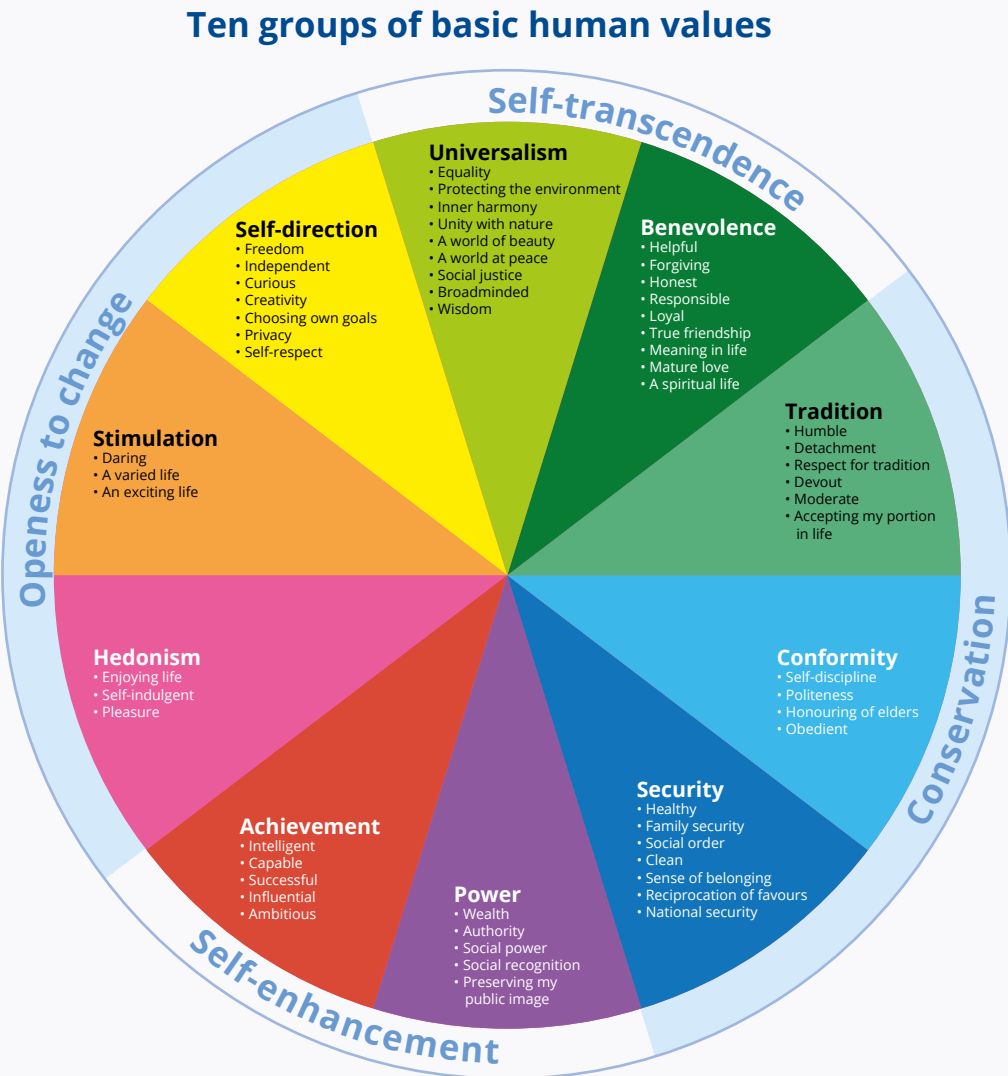


Below the surface of the values iceberg are the common values held by all human beings. The identification of all of these values, shared by communities all over the world is based on international research by Shalom Schwartz, with the addition of values. This has been explicitly linked to *Ubuntu* by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



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

Topic	Activity	In your journal...	Page no.
Development of the self Lesson 1.1 Positive body image	Love your body	Write or draw how you feel about your body. Do this again in a few days and notice any changes.	Book 1 Page 3
Development of the self Lesson 1.3 Positive body image	Your body image	Write down five things that you love about yourself. These could include what you like about your body, what you enjoy doing or the things that you are good at. When you feel sad or confused, read through the list and remember all the things you love about yourself.	Book 1 Page 7
Development of the self Lesson 2.7 Believe in yourself	Believe in yourself	Write down three affirmations for yourself. Use the examples on page 23 as a guide.	Book 1 Page 25
Development of the self Lesson 6.1 What is bullying?	What is bullying?	Write or draw how you feel about bullying.	Book 1 Page 127
Social responsibility Lesson 8.3 Your values matter	What you value matters	Write down what you value and care about.	Book 1 Page 153
It's a wrap for Terms 1 and 2	Reflecting on Terms 1 and 2	Write or draw something to remind you about Grade 6 Terms 1 and 2.	Book 1 Page 218-219
Social responsibility Lesson 9.2 Caring for animals	Caring for animals	Write or draw something you wish for all the animals in the world.	Book 2 Page 4
Social responsibility Lesson 11.1 What is identity?	What is identity?	Write or draw how you imagine yourself five years from now.	Book 2 Page 23
Social responsibility Lesson 12.1 Gender stereotyping	Gender stereotyping	Write or draw how you feel about gender stereotypes.	Book 2 Page 39
It's a wrap for Terms 3 and 4	Reflecting on Terms 3 and 4	Write or draw something to remind you about Grade 6 Terms 3 and 4.	Book 2 Page 210-211

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 6 textbook.

Topic & lesson set	Info Page	Page numbers	Strengthening the curriculum: Cross-cutting priorities
Term 1 Performing Arts	A Music words	Book 1 Pages 62-63	Language across the curriculum
Term 1 Performing Arts	B Music time values	Book 1 Pages 64-65	Language across the curriculum
Term 1 Performing Arts	C Music notation	Book 1 Pages 66-67	Language across the curriculum
Term 2 Social responsibility Lesson set 8: Dignity of a person in a variety of religions	D A summary of the Bill of Rights	Book 1 Pages 156-157	Values and citizenship
Term 3 Social responsibility Lesson set 11: Nation-building and cultural heritage	E National Living Heritage symbols	Book 2 Pages 36-37	Values and citizenship
Term 4 Health and environmental responsibility Lesson set 15: Communicable diseases	F Communicable diseases	Book 2 Pages 134-135	Character and attitudes: Healthy habits
Term 4 Health and environmental responsibility Lesson set 15: Communicable diseases	G Non-communicable diseases	Book 2 Pages 136-137	Character and attitudes: Healthy habits



Education for Sustainable Development (ESD)

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

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

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

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

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

Indigenous Knowledge Systems (IKS)

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

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

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

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

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

Sustainable Livelihoods (SL)

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

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

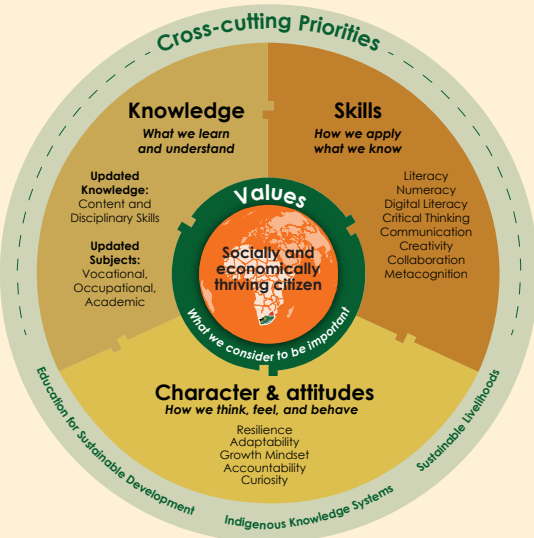
Lesson sets based on the CAPS topic World of Work focus on **career education**, exposing the learners to the many different career options from all the career fields and encouraging the learners to get to know themselves better through an exploration of their own values, interests and strengths. These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

Lesson set notes

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

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

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





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

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

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

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

Questions play an important role in all learning processes

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

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

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

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

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

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

Dynamic collaboration

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

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

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

Working with feelings

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

Exploring boundaries

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

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

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

Encourage talking about the learning process

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



Physical activity

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

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

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

Physical activity also reduces risk of disease, such as cancer, osteoporosis, cardiovascular disease and depression. It also reduces tendencies towards 'delinquent' behaviours such as gang participation, graffiti, truancy, etc.⁶

Physical Education

The difference that increased physical exercise makes to a nation's health and economy is so disproportionate to the effort involved that UNESCO has made Quality Physical Education a **global priority**.

"Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society."

(The Declaration of Berlin 2013, UNESCO's World Sports Ministers Conference (MINEPS V))

Rising levels of physical inactivity, along with the substantial associated disease risk have been described as a pandemic by the World Health Organisation. The World Health Organisation predicted that by 2020 depression would be the second most common cause of disability. The number of people who take their own lives is about three times the number of people that die in armed conflicts around the world. The role that physical exercise can play in alleviating depression and restoring a greater sense of human dignity is significant.

There is growing global concern about **low levels of physical activity**, lack of physical fitness and obesity among children and adolescents. Learners spend a lot of their time sitting at desks at school and engaging with technology and social media in their leisure time. Research also shows that many South African children do not have access to safe physical activities. This makes Physical Education in schools an important priority.

Participation in team sports also has the potential to improve a learner's cognitive skills with regard to teamwork, collaboration and productivity. We must bear in mind that all learners need access to physical activities and permission to play with their friends on the school fields, not only those who make the team.

Physical Education (PE) encourages learners to have an active, healthy lifestyle. It also aims to develop physical wellbeing together with knowledge of movement and safety. PE is part of the **holistic development of learners**, affecting their cognitive, social, personal and emotional development.

One of the most important aims of PE is to build a **positive attitude towards physical exercise**.

In addition, it is important to:

- Encourage and affirm **all** learners to participate in physical activity in a way that they find **challenging** and **experience satisfaction** in what they achieve.
- Involve learners in **setting goals** that are appropriate to their fitness levels.
- Listen to their concerns and be flexible in looking for **solutions together**. Do not single out learners who are physically challenged, asthmatic, introverted, etc. and try force them to do more activity than they are willing to. Rather encourage and explain the reasons for it, aside.
- Help learners to also **support each other**, build acceptance and trust, and acknowledge each other's achievements.
- Promote **gender equality** with responsibility being shared equally between male and female participants.
- **Be aware of conditions** such as heart disorders, asthma, epilepsy, diabetes and severe allergies.
- Use the warm-up and cool-down routines, as described in the textbooks, to **prevent injury** and maximise performance.
- Urge learners to keep **hydrated** during exercise
- Find a place on the school grounds suitable for PE activities, store all equipment needed in a safe place and offer clear instructions to learners on how to use the equipment.

For each Physical Education lesson:

- **Familiarise** yourself with the learner activities **beforehand**.
- Give **clear instructions** at the start of an activity and check that learners understand the safety factors and potential risks before they begin.
- Ensure they understand the **rules of specific activities** beforehand and enforce these rules during play.
- **Observe** and **supervise** learners when they take part in activities to create an ordered environment as well as for assessment purposes.
- It's a good idea to establish a **stop signal** so that learners know when they must immediately stop play or participation.

6. Piggott, Spray, Mason & Rhind (2024).

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.

Visual arts education and performing arts education are two distinct yet complementary areas of arts education, each focussing on different forms of artistic expression and skills development.

Visual Arts Education involves exposing learners to various forms of visual art, including drawing, painting, sculpture, photography, printmaking and digital media. Learners use various techniques and different media to express their thoughts and emotions through visual means. They are also encouraged to develop the skills to analyse and critique their own work and the work of others, thus growing their critical thinking. In addition, visual arts develop cultural awareness through the exploration of cultural identities, societal issues and through understanding art movements, styles and significant artists.

The benefits of visual art making includes:

- Enhancing creativity and imagination.
- Improving fine motor skills and hand-eye co-ordination.
- Encouraging self-expression and personal reflection.
- Developing visual literacy and appreciation for aesthetics.

Performance Arts Education focusses on disciplines such as music, dance, theatre, drama, where learners engage in live performances and expressive movement. Learners can gain experience of performance skills such as acting, singing, dancing, or playing musical instruments. They can learn theatrical techniques including stage presence, voice modulation, choreography and script interpretation. Through working with peers in ensembles, theatre productions or dance troupes, they will develop teamwork and communication skills. Through encouraging improvisation, composition and the development of original works, learners will grow their creativity. Exploring the role of performing arts in different cultures and historical periods will improve their cultural awareness.

The benefits of performance art making includes:

- Building confidence and public speaking skills.
- Enhancing emotional intelligence and empathy through character exploration.
- Promoting physical fitness and co-ordination through movement.
- Encouraging creativity and innovation in performance.

Both visual arts education and performance arts education play a crucial role in developing learners’ creativity, critical thinking and cultural awareness. They provide unique opportunities for self-expression and personal growth, preparing learners for a variety of future endeavours, whether in the arts or other fields.



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 x–xiii 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: Positive self-esteem

Time: 3 hours

CAPS

- Positive self-esteem: body image
 - Understanding and respecting body changes
 - Other influences on body image: media and society
 - Acceptance of the self

30m

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

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 2 - 11
Lesson 1.1 Relax and be yourself 30m	Develop a positive body image. Friends and the people around one can affect who one is and how one behaves. Trying to please everyone else, one can forget how to be comfortable becoming who one wants to be.	Read Veronika’s story and answer questions. <i>Key skill: Try to feel what someone else is feeling</i> Consider what influences how you feel about yourself. What makes you feel good and what brings you down? <i>Key skill: Talk about your feelings</i>	 23
Lesson 1.2 Changes during puberty 30m	Puberty is a natural process that every boy and girl between the ages of 8 and 16 goes through. We all experience puberty in different ways, at different times and at different ages. All of us go through these changes and it is normal.	Read about body changes during puberty and answer questions. Read and give advice on two letters about puberty. <i>Key skill: Be kind to yourself</i>	 45
Lesson 1.3 Believe you are beautiful 30m	Believing you are beautiful is a choice. People with a positive body image see themselves as they are. People with a negative body image see themselves as a distorted image of who they really are.	Read about having a positive or negative body image and answer questions. <i>Key skill: Think about your thinking</i>	 67

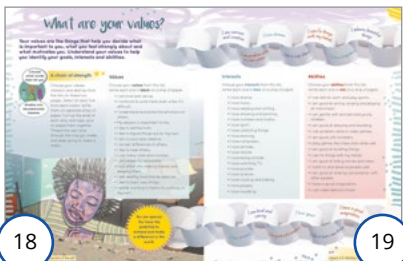
Formal assessment task Term 1:
Personal and Social Well-being: Assignment: written task, total 30 marks.

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 2 - 11
Lesson 1.4 Life is precious 30m	Life is precious. One’s body and mind must last a lifetime so look after it.	Read a story about a car metaphor for one’s body and answer a question. <i>Key skill: Think about your thinking</i> Do a warm-up activity creating a rhythm using their bodies and then doing a short mindfulness exercise. Next, draw two pictures exploring self-image. <i>Key skill: Make something to show what you think it is like</i>	 89
Lesson 1.5 Accept yourself 1h	One’s self-concept is influenced by many external factors: the environment, culture, community, religion, the media, family, peers and friends.	Read Lupita Nyong’o’s story about beauty and consider the role that the media plays in forming one’s body image. Reflect on Lupuita’s message that beauty is compassion and kindness. Write or make a drawing and then share something that they are grateful for and something that they appreciate in someone else. <i>Key skill: Try to feel what someone else is feeling</i>	 1011

Lesson set 2: Abilities, interests and potential

Time: 4.5 hours

- CAPS
- Abilities, interests and potential
 - Identify own abilities, interests and potential
 - Relationship between abilities, interests and potential
 - Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources
 - Action plan to improve own abilities, pursue own interests and develop own potential
 - Reading skills: reading with understanding and fluency
 - Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 12 - 25
Lesson 2.1 You are one of a kind 30m	What words can one use to describe oneself and one's interests, abilities and goals?	Write a personal introduction and then share with others. Key skill: Share and compare Create a vision board with interests, abilities and potential or goals. Key skill: Make something to show what you think it is like	 1213
Lesson 2.2 What are your superpowers? 1h	Everyone is different with different interests and abilities. One can use one's abilities and potential to help others.	Discuss answers to what superpowers would be helpful to have. Key skill: Choose what works best for you Brainstorm ideas about the ways people need to help each other and how a particular ability can contribute to building a community. Key skill: Observe and describe	 1415
Lesson 2.3 Where do you find inspiration? 30m	Find inspiration from stories.	Read four stories about inspiring young people and answer questions. Key skill: Look back - look forward	 1617
Lesson 2.4 What are your values 30m	Values help to identify what is important to someone, what they feel strongly about and what motivates them. Someone's values can help them identify their interests and goals.	Make a paper chain with own values, interests and abilities chosen from a list. Key skill: Choose what works best for you	 1819

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 12 - 25
Lesson 2.5 Work with others 1h	Finding others who share the same goals can help one develop interests and learn new skills.	Prepare for a TV talk show and find a topic that is interesting to most class members. Key skill: Ask questions about the things you want to know Present the TV talk show and vote for the most interesting or entertaining participants. Key skill: Share and compare	 2021
Lesson 2.6 Draw up an action plan 30m	An action plan helps one to identify the steps needed to achieve one's goals.	Identify and write down a goal. Explore what steps can be taken to achieve the goal. Read about affirmations. Key skill: Work it out yourself	 2223
Lesson 2.7 Believe in yourself 30m	Achieving goals takes time and a lot of practice. Sometimes, when things get tough, one should remember one's strengths. Find affirmations to help during hard times.	Read a story about Hannah. Help her create an action plan to achieve her goals. Key skill: Look back - look forward	 2425

Lesson set 3: Peer pressure

Time: 3 hours

CAPS

- Peer pressure:
 - Examples of peer pressure in different situations: school and community
 - Appropriate responses to peer pressure in different situations
- Reading skills: reading with understanding and fluency
 - Reading about ways to resist peer pressure: interpret/explain and relate what has been studied

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 26 - 35
Lesson 3.1 Wanting to belong 30m	Wanting to belong is a human need and everyone wants to be accepted.	Play a game as a class to discover what it feels like not to belong and how it feels to belong. <i>Key skill: Talk about your feelings</i> Reflect on situations about belonging and make a poster "A classroom where we all belong". <i>Key skill: Try to feel what someone else is feeling</i>	 2627
Lesson 3.2 How do you fit in? 30m	Peer pressure is when one is influenced by other people (peers) to act in a certain way. It can be a positive or negative influence.	Read about Luvuyo and his dilemma with peer pressure. Answer questions about the story. <i>Key skill: Be kind to yourself</i> Consider feelings and issues related to belonging to a particular group. <i>Key skill: Share and compare</i>	 2829
Lesson 3.3 Recognising peer pressure 30m	When you are trying to fit in or be accepted, it can be hard to notice that you might be changing your behaviour to do so. Ways in which someone might put pressure on you.	Create a dialogue between Luvuyo and another classmate who is regretting teasing him. Work in pairs. <i>Key skill: Try to feel what someone else is feeling</i> Explain the social pressures felt by Neo. Describe examples of negative peer pressure. <i>Key skill: Look back - look forward</i>	 3031

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 26 - 35
Lesson 3.4 Stay true to yourself 1h	Understanding one's self and what is important to one. This will help to resist peer pressure. Positive peer pressure contributes to everyone's growth.	Read about the choice Lindy needs to make. In groups, debate her options. Describe examples of positive peer pressure. <i>Key skill: Show why it is helpful or harmful</i>	 3233
Lesson 3.5 Responding to peer pressure 30m	It can be difficult to resist peer pressure, especially when one wants to fit in.	Read about Allegra and Kim and think about ways to respond to peer pressure in an appropriate way. <i>Key skill: What's new? Try it</i> Answer true or false questions about healthy relationships. <i>Key skill: Be kind to yourself</i>	 3435

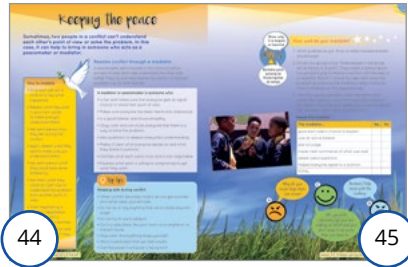
Lesson set 4: Problem-solving skills in conflict situations

Time: 3 hours

CAPS

- Problem solving skills in conflict situations: keeping safe, how to protect self and others
 - Mediation skills
 - Peacekeeping skills: acceptance of self and others, demonstration of respect for others, cooperation, personal responsibility for one's actions, listening
- Reading skills: reading with understanding and fluency
 - Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied.

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 36 - 45
Lesson 4.1 What is conflict? 30m	Conflict usually means a disagreement, argument or fight. Conflict happens when people want different things or want the same thing and see themselves in competition.	Discuss two conflict scenarios conflict and how to respond. Think back to a time when conflict was encountered. How was it dealt with? What kind of conflict was it? Key skill: Look back – look forward	 3637
Lesson 4.2 Resolving conflict 30m	Everyone experiences conflict. There are ways to resolve conflict. It is positive to solve problems in a respectful way.	Consider some problem-solving strategies and ways to respond to conflict. Key skill: Observe and describe	 3839
Lesson 4.3 Communication skills for conflict resolution 30m	Everyone gets angry sometimes. Learn to take some time to cool off before acting on anger. Figure out ways to resolve conflict respectfully by speaking carefully and listening actively.	Discuss how to advise people to calm down in a conflict situation and show each other empathy. Key skill: Try to feel what someone else is feeling Role-play a conversation to practise speaking carefully and listening actively to resolve a conflict. Key skill: Think about your thinking	 4041

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 36 - 45
Lesson 4.4 Finding solutions 30m	Communicating to resolve conflict involves negotiating and coming up with solutions. All the parties involved may need to come to a compromise.	Read through guidelines to help you resolve a conflict. Read a scenario of a conflict situation between Lizzie and Ntombi. In pairs, create a drama and follow steps to find a solution to the conflict. Key skill: Share and compare	 4243
Lesson 4.5 Keeping the peace 1h	When two people in conflict cannot find a way to solve the problem, it can be helpful to bring in a peacemaker or mediator. A peacemaker gets involved in the communication process to help each side understand the other side better. They try and help resolve the conflict in the best possible way for both parties.	Discuss the qualities of an effective peacemaker. Read through the list of qualities of mediators. Create a drama to resolve a conflict while others observe the efforts of the peacemaker and discuss how effective their intervention has been. Key skill: Show why it is helpful or harmful	 4445
Formal assessment task Term 1: A case study that describes a conflict situation.	Mark allocation 1. Describe what the conflict is about. (10) 2. How many parties are involved in the conflict? (5) 3. Briefly describe what each party wants or their main point of view. (5) 4. Name two things you could do as a mediator to the parties in conflict. (10)		

Resources:

- Open space
- Found or made musical instruments, including drums
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters (such as C major scale on treble stave, etc.)
- African folktales or traditional stories
- Resources on South African drama
- Textbook

Topic 1: Warm up and play

Time: 2.5 h per term (15 min per class)

CAPS

- Body percussion games (including in unison, in canon, in two parts, and/or call and response)
- Physical warm ups for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences)
- Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song)
- Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response).
- Concentration and focus games (using freezing/ travelling, and sensory awareness)
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

Time: 3 h per term

CAPS

- Music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm
- Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea
- Movement sequences inspired by sound pictures to express a mood or idea
- Expressive movement and mime in response to cues from teacher, focusing on all body parts, including showing emotions, characters and actions

Key terms: breathing, focus, canon, call and response, two-part, C major, scale, African folktales, key moments, underscore, interlude, audience behaviour, drumming technique, drama types.

Topic 3: Read, interpret and perform

Time: 3.5 h per term

CAPS

- An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation
Consider:
 - clear plot and credible characters
 - highlighting key moments
 - using space and narrative devices effectively.
- Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character
- C Major scale and simple melodies in C Major

Topic 4: Appreciate and reflect on

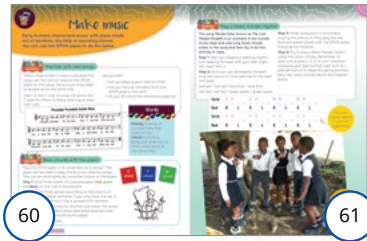
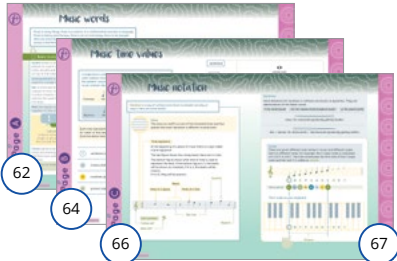
Time: 1 h per term (additional time outside of class for research and viewing of drama)

CAPS

- Two different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime)
- Key audience behaviours, such as respect, support, appreciation, silence while watching, applause
- Own and other's performances and processes using simple creative arts terminology

Formal assessment task Term 1:
Creative Arts Task (CAT): Performing Arts, total 40 marks

	Core knowledge	Activities	Pages 46 - 83
Body percussion 	Warm up hands and do body percussion. Review canon and unison as musical devices.	Create rhythms in unison and canon. Work in groups, keep a beat using different body percussion actions. Have fun playing the percussion canon.	 46  47
Warm up your voice 	Warming up one's voice can give it a different tonal quality. Review tonal quality and call and response.	Warm-up exercises for the voice. Build vocabulary of tonal qualities. Sing in unison, call and response and canon.	 48  49
Warm up your body 	Warm-up sequences for the spine and joints. Work in personal and general space.	Do a roll, bend and twist exercise to warm up the spine and increase flexibility. Use a sequence of movements in personal and general space to explore different ways of locomotor and non-locomotor movement.	 50  51
How do you feel right now? 	Warming up the body helps to stimulate the brain and can help develop neural pathways.	Do a series of movements and check in with self at the beginning and end to register how the movements impact on both the body and emotions. Then use the movements to create an individual sequence.	 52  53
Feel the rhythm 	Understand pulse and beat. Percussion can be used to tell stories.	March in time to feel the beat. Do desk percussion to explore call and response. Use drumming techniques to add interest and tension while a narrator tells a story.	 54  55
Drum strokes 	Explore simple rhythmic patterns. Learners can imagine the drum head on their desk to practise. Play softly so the other classes are not disturbed. Bring a drum to class for learners to demonstrate their patterns.	Learn to play different drum strokes in response to notation and a conductor. Practise reading and playing simple rhythm patterns on the drum, working in 4/4 and 3/4 time.	 56  57

	Core knowledge	Activities	Pages 46 - 83
Musical scales 	Explore scales can be played using OPON pipes or other instruments.	Read about the C major scale and pick out the notes on a keyboard. Recap the note values while also learning about the C major scale.	
Make music 	Practise playing scales with OPON or other instruments. Improve and create with a conductor.	Blow chords using OPON pipes and try and play a marabi rhythm.	
Info Pages A-C 	Info Page A: Music words Info Page B: Music time values Info Page C: Music notation		
Dramatise an African folktale 	African stories contain different storytelling traditions. Prepare to perform an African folktale for the class.	Read two folktales aloud. Read for meaning. Visualise the story coming to life.	
Create a soundscape 	In groups, learners start the process of creating a performance from an African folktale. Sound and musical instruments are used to enhance the story.	Use soundscapes as a means to create mood for a story. Integrate movement and sound. Improvise and create sound pictures for different parts of your story.	
Develop your short drama 	In groups, decide what are the key moments or action points in an African folktale or traditional story.	Read and discuss the plot. Identify scenes as units of action. Explore how the body moves differently for different characters, considering facial expression, body language, movement and mime.	

	Core knowledge	Activities	Pages 46 - 83
The performance 	Reinforcing performance vocabulary.	Rehearse and then each group performs their folktale story.	
Take the stage 	Consider different elements for the performance. Reinforcing performance vocabulary.	Consider audience behaviour. Reflect and give feedback on own and others' performances.	
Types of theatre 	Read about different drama forms found in South African theatre. Consider how theatre is shaped by context, purpose and style. Develop vocabulary around types of theatre.	Read about physical theatre, protest theatre, workshop theatre and musical theatre. Do research and compare two types of theatre. Explore unique characteristics of a theatre performance	
Talk about it 	Think about the context and purpose of a performance. Review questions to help appreciate different characteristics of a performance.	Ask questions to come to an analysis of a theatre performance. Write a theatre review. Analyse and reflect on a piece of theatre using elements of reviewing.	
Formal assessment Term 1: Perform a short drama based on an African folktale or traditional story for presentation.	Pages 68-77 - Combine with expressive movement and mime to show emotions, characters and actions. - Simple rhythmic patterns on a drum: Base slap, open slap, muffle, etc. Use at key moments in the drama performance to underscore the action, create an interlude and introduce tension and/or character. Mark allocation 1. How well is the story performed? Is the story in sequence? Does it have a beginning, middle and end? (10) 2. Produce simple rhythmic patterns on a drum. (5) 3. Use of different drum strokes. (5) 4. Does the music or drums accompany the story? (5) 5. Is silence added as part of the story and sound? (5) 6. Participation (10)		

Topic: Visual literacy

Time: 1 hour

CAPS

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images
- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals
- Questions to deepen and extend observation of elements and design principles

Topic: Create in 2D – Figures with animals

Time: 2 hours

CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: monochromatic colour used in own images of figures in an environment
- Design principles: balance used in own images of figures in an environment

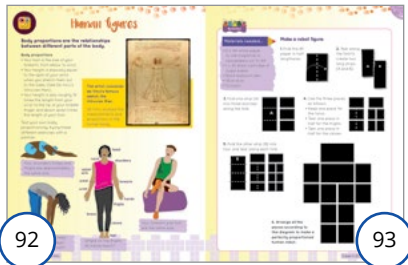
Topic: Create in 3D – Figures with animals

Time: 2 hours

CAPS

- Skills and techniques: clay (earthenware or plasticine)
- Art elements: reinforce texture, shape/form in own models of human figure interacting with animal
- Design principles: introduce balance in own models of the human figure interacting with an animal
- Spatial awareness: reinforce conscious awareness of working in space, for example, model to be viewed from front, back and sides, parts of model can extend into space
- Appropriate tidiness and sharing of space

	Core knowledge	Activities	Pages 84 - 101
Visual literacy			
Humans and animals in art	Understand art terms, such as monochromatic colour, greyscale and balance. Pictures tell stories. Explore humans and their relationships to animals as reflected in different art forms and mediums. Consider how to discuss art. Personal reflection on artwork and own beliefs	Observe and discuss images in various artworks and mediums showing figures with animals. Work in groups and look for examples of balance and other design principles in artworks.	
Therianthropes	Explore San rock art and how figures like shamans engage with the spirit world.	Read about symbolism in rock art and shamans. Read up on rock drawings.	

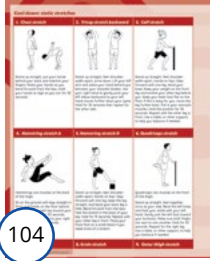
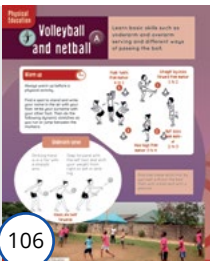
	Core knowledge	Activities	Pages 84 - 101
Create in 2D – Figures with animals			
Human figures	Body proportions are the relationships between different parts of the body. Explore body proportions and symmetrical balance.	Test body proportions with a partner. Make a figure out of paper squares and rectangles. Fold, tear and arrange pieces of paper according to instructions.	
Figures with animals	Explore concepts of movement in art through drawing and the use of collage.	Make the figure more life-like. Create different body shapes. Place the figure on the page. Introduce a drawing of an animal into the environment.	
Choose an animal to draw	Consider different animals and shapes.	Work with monochromatic colour to create movement and attitude.	
Create in 3D – Figures with animals			
Make a magical bird mask	Create a 3-dimensional mask or clay pinch pot.	Make a mask out of cardboard, add a beak and feathers. Decorate and wear completed mask. Work with form and clay techniques and make a pinch pot clay animal as an alternative activity.	
Words and art terms	Balance Clan Colours: primary, secondary, complementary Contrast Emphasis or focal point Monochromatic colour	Observation Pattern Scale Shaman Slip Tapestry Texture Tone	

Striking and fielding games

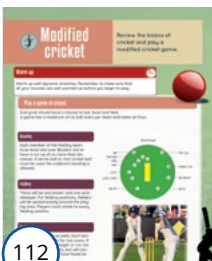
Time: 10 hours

CAPS

- Participation in a variety of striking and fielding games
- Safety measures during striking and fielding games
- Movement performance in a variety of striking and fielding games
- Examples: modified cricket, baseball, softball, tennis, etc.

	Core knowledge	Activities	Pages 102 - 113
Dynamic stretches (Warm up)	Dynamic stretches involve movement. Use dynamic stretches to warm up at the beginning of the lesson. Choose appropriate stretches for a 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 cooldown 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. Plank stretch 12. Wrist stretch	 
Volleyball and netball A	Learn basic volleyball skills of underarm serving and overarm passing. Practise netball skills like passing, catching, landing and pivoting.	Cardio and dynamic stretches circuit. Volleyball and netball drills.	 
Volleyball and netball B	Expand volleyball skills with overarm serving and underhand passing or digging. Practise netball skills like the crocodile catch and straight overarm throw.	Practise overarm volleyball serve and underarm passing (digging). Partner drills.	 

Formal assessment task Term 1:
Physical Education Task (PET) total 30 marks: participation 20 marks, movement performance 10 marks.
Refer to the assessment tool in CAPS Section 4.

Physical education	Core knowledge	Activities	Pages 102 - 113
Modified games	Work on developing hand-eye coordination, depth perception, catching and throwing, as well as, running and kicking.	Play a game of kickball and/or Danish rounders. Play a game of continuous soccer and do cooldowns.	 
Continuous soccer: Continuous Soccer works on the concept of Kicking and game analysis. Our focus is on kicking, speed, agility, decision making and modifying it into one game.			
Modified cricket	Review the basics of cricket. Work on each skill individually and play modified cricket games. Learners to have fun with mixed teams. Create a great playing environment for everyone.	Play a game of modified cricket. Practise bowling, batting and fielding.	 
Note: Mixed cricket matches are good for the development of skills in this international sport. Safety: Surface of the play area, use and condition of apparatus, warm-up and cool down, basic first aid, spacing of learners during activities, following instructions.			
Suggested activities for formal assessment of movement performance (10 marks)	Modified soccer or cricket game – pages 110-113		

Lesson set 5: Self-management skills

Time: 3 hours

CAPS

- Self-management skills:
 - Responsibilities at school and home
 - Prioritising responsibilities
 - Developing an activity plan: homework, house chores and playing time
- Reading skills: reading with understanding and fluency

30m

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

Formal assessment task Term 2:
Personal and Social Well-being: controlled test to cover work done in Terms 1 and 2, total 30 marks

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 114 - 125
Lesson 5.1 Manage your time	Growing up means taking charge of one's own life and taking responsibility for one's actions. The secret to taking charge of one's life is learning how to manage time.	Read the story about the jar of life. Discuss the story's lesson, and contemplate how they spend their time. Draw their own jar of life, share it with a partner, and reflect on the time they give to their priorities. Key skill: Think about your thinking	
Lesson 5.2 The time wheel	Time management is about making the most of one's time. It is about taking responsibility and deciding how much time to spend on specific activities.	Read about how Kamu spends his weekdays. Then answer questions. Key skill: Look back - look forward Draw their own time wheel and reflect on how they spend time. Key skill: Work it out yourself	
Lesson 5.3 What is important?	Learners recognise that they may have many important tasks to accomplish at once, so they are encouraged to prioritise.	Create their own to-do lists and prioritise these by placing the items in Urgent, Important, and It can wait boxes. They then compare their boxes and reflect on the process. Key skill: Choose what works best for you	

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 114 - 125
Lesson 5.4 How to tackle difficult tasks	Learners are encouraged to approach the tasks they do not like, as well as the tasks that seem big and daunting, in a way that helps them to successfully tackle them.	Write a list of tasks they do not like to do, list them by order of preference, and then reflect on which tasks they would choose to do first. Key skill: Ask questions about the things you want to know Take time to think about how they deal with difficult tasks. Share time-saving tips. Key skill: What's new? Try it	
Lesson 5.5 Schedule and plan	Learners use the lessons they have learned to create a weekly activity plan.	Read through tips for making a weekly plan. Key skill: Choose what works best for you Create own weekly activity plan. Key skill: Look back - look forward	
Lesson 5.6 Find the balance	It is important to also have time for hobbies and time for the activities that help one to relax.	Choose a rewarding activity from a selection of images and explain their choice. Review their weekly activity plan. Key skill: Choose what works best for you	

Lesson set 6: Bullying

Time: 3 hours

CAPS

- Bullying: reasons for bullying
 - Getting out of the bullying habit: where to find help
- Reading skills: reading with understanding and fluency
 - Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 126 - 135
Lesson 6.1 What is bullying? 30m	Bullying is when someone hurts someone else on purpose to make them feel bad. There are different types of bullying.	Leaners complete sentences about what they think constitutes bullying and how those who are bullied might feel. Read about different types of bullying. Key skill: Observe and describe Consider whether they could have a bullying habit. Key skill: Show why it is helpful or harmful	
Lesson 6.2 Stand in someone else's shoes 30m	People experience things differently. Try to see things from someone else's point of view. People bully to feel they have power and control. There are many reasons why they might want this feeling of power and control.	Read Afia's story and answer questions. Key skill: Try to feel what someone else is feeling Read different scenarios, choose one scenario and consider the different points of views of characters and their feelings. Key skill: Give a reason for what you think	
Lesson 6.3 Stand up to bullies 30m	Those who are bullied often feel powerless, but there are ways to take back power and feel in control.	Read about Tony and reflect on how he took back his power when he was being bullied. Reflect on ways to be assertive with body language and words. Discuss ways to make the school a bully-free zone. Key skill: Be kind to yourself	

Development of the self	Core knowledge and key messages	Activities and key skills	Pages 126 - 135
Lesson 6.4 Break your habit of bullying 30m	Bullying may make someone feel powerful in the moment, but that there are other ways to feel powerful that are longer-lasting. Apologising is an important step to stop the habit of bullying.	Read about Amos, who used to be a bully, and reflect on how he went about avoiding this behaviour. Key skill: Give a reason for what you think Read tips for apologising to someone they have bullied. Write an apology letter to Afia from Lesson 6.2. Key skill: Show why it is helpful or harmful	
Lesson 6.5 Be kind 1h	Everyone can do something to make their school a safer space. Learners, teachers and families can help to make the school a bully-free zone.	Read four different bullying situations, choose one, and then decide on a course of action to take based on available options. Consider other ways they may be able to help. Key skill: Choose what works best for you Reflect on what they have learned by completing sentences about bullying. Key skill: Talk about your feelings	

Lesson set 7: Cultural rites of passage

Time: 4.5 hours

CAPS

- Cultural rites of passage:
 - Important stages in the individual's life in South African cultures: birth, baptism, wedding and death
 - Meaning of each stage
 - Personal and social significance of each stage
- Reading skills: reading with understanding and fluency
 - Reading about important life stages in different cultures: interpret/explain and relate what has been studied

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 136 - 147
Lesson 7.1 The circle of life 30m	The circle symbolises both new beginnings and a state of completion. It represents the idea that life is never ending and everything is connected.	Look at images and consider the important stages in a person's life. Draw own circle of life. Key skill: Make something you show what you think it is like	 136137
Lesson 7.2 Rites of passage 1h	A cultural rite of passage is a special ceremony for when a person moves from one stage of life to another. It celebrates the opportunities that come with a change of roles and responsibilities.	What rites or ceremonies mark the different stages of life? Consider how they feel about participating in these rites. Read about different ceremonies. Do some research and write down three symbolic things to welcome a newborn baby to the world. Key skill: Look back - look forward	 138139
Lesson 7.3 Naming rites 1h	There are symbols in names. Naming is an important rite of passage for any child. Sometimes, a name can say something about one's ancestors and what qualities they wanted one to have.	Explain why their names are important to them. How would they feel if they had a different name? What name would they have chosen if they could have? Key skill: Talk about your feelings Read a story about Xiaou Wu and answer questions. Key skill: Try to feel what someone else is feeling	 140141

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 136 - 147
Lesson 7.4 Coming of age ceremonies 1h	The transition from childhood to adulthood, or "coming of age", is a significant stepping stone in everyone's life. Coming of age means preparing to take on the responsibilities of an adult. In many cultures, this stage is celebrated with a coming of age ceremony at 13, 16, 18 or 21 years old.	What coming of age ceremonies do they know of? Read two stories and answer questions. Key skill: Observe and describe	 142143
Lesson 7.5 Love and marriage ceremonies 30m	Embracing life as an adult may mean choosing a partner to spend one's life with. One may decide to get married and start a family. Whatever choices one makes, there will be a lot to celebrate.	Read about different types of marriage ceremonies. What ceremonies do they know about? Discuss whether marriage is necessary for happiness. Explore different views about marriage. Key skill: Give a reason for what you think	 144145
Lesson 7.6 A time to live and a time to die 30m	Death is a natural part of the circle of life, and there are various customs and practices to honour this cultural rite of passage. While it can be a sad time for families and communities, it can also be an opportunity to celebrate a person's life.	Read about different funeral traditions. What are some of the funeral traditions they know about? Consider views of when people spend a lot of money on funerals. Key skill: Observe and describe	 146147

Lesson set 8: Dignity of the person in a variety of religions

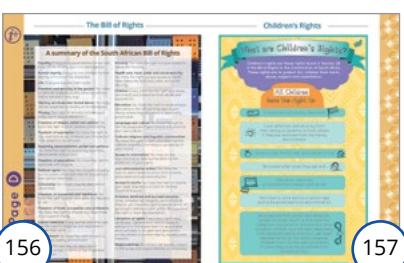
Time: 3 hours

CAPS

- The dignity of the person in a variety of religions in South Africa.
- Reading skills: reading with understanding and fluency
 - Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied.

Before the end of Term 2, explain the project learners will complete in Term 3. See Teacher’s Guide for a suggested project.
Explain the project mark allocations to learners for their guidance.

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 148 - 157
Lesson 8.1 What is dignity? 	Everyone is entitled to dignity and everyone’s dignity should be respected and protected.	Discuss what the word ‘dignity’ means and how to treat people treated with dignity. <i>Key skill: Observe and describe</i> Read a poem and perform it for the class. Discuss how they measure someone’s worth. <i>Key skill: Show why it is helpful or harmful</i>	 148149
Lesson 8.2 Religion and dignity 	Religions or belief systems all say something about human dignity. Every life deserves care and respect.	Match texts from different religions. Consider how different religions talk about dignity. <i>Key skill: Find out more (ask someone - look it up)</i> Read two statements and then write a short story that talks to one of the statements. In the story give a definition of dignity, the way they see it. <i>Key skill: Make something to show what you think it is like</i>	 150151
Lesson 8.3 Your values matter	Letting a person know that they matter is the first step towards showing that they have worth. Bullying, violence, or any kind of discrimination are ways someone’s dignity can be disrespected.	Discuss a quote about dignity. Consider how homeless people are treated. Role-play one of two scenarios. <i>Key skill: What’s new? Try it</i> Create a sharing circle where everyone takes a turn to say what they value or care about. Each speaker is listened to and acknowledged. Once everyone has had a turn, they share how this made them feel. <i>Key skill: Try to feel what someone else is feeling</i>	 152153

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 148 - 157
Lesson 8.4 The right to dignity 	Not all people are always treated fairly or with respect. The Bill of Rights contains a summary of all the rights covered by the South African Constitution.	Read the story about the pact signed by three doctors. South Africa’s history has many examples of people’s dignity being denied. What are some of these examples? Discuss the rights in the Constitution. Are there rights that are more important than others? Provide a reason for the answer. <i>Key skill: Look back - look forward</i>	 154155
Info Page D 	A summary of the Bill of Rights		 156157

Resources:

- Open space
- Found or made musical instruments, including drums and marimbas
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters (such as C major scale on treble stave, etc.)
- DVDs/CDs or access to live performance of two different kind of South African dances
- Textbook

Topic 1: Warm up and play

Time: 2.5 h per term (15 min per class)

CAPS

- Physical warm ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences)
- Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.)
- Singing warm ups (including traditional songs in unison, canon, two-part harmony, and/or call and response)
- Spatial awareness games (including lunges, jumps, arm swings, etc.)
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

Time: 3 h per term

CAPS

- Movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth
- Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus
- Short musical pieces, structured in binary form (A B), and ternary form (A B A)

Topic 3: Read, interpret and perform

Time: 3.5 h per term

CAPS

- Select a cultural dance; observe and discuss the steps and styles of the dance in recorded or live performance; rehearse the cultural dance for presentation
- Consider:
- patterns, repetition and sequencing in the dance
 - musical accompaniment to the dance, focusing on rhythm
 - varying use of energy such as tension/relaxation, stillness and flow, etc.
 - performance area and audience arrangement
 - appropriate entrances and exits
- Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance

(NOTE: Class to divide in half, some to dance, others to perform music, and then swop)

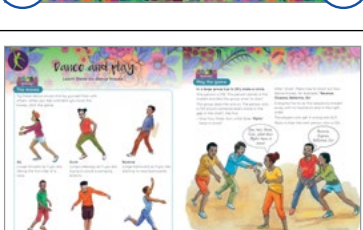
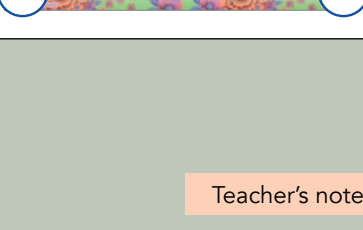
Topic 4: Appreciate and reflect on

Time: Appreciate and reflect on, 1 h per term (additional time outside of class for research and viewing of dances)

CAPS

- Two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance).
- Own and other’s performances and processes using simple creative arts terminology

Key terms: breathing, focus, canon, call and response, two-part, tongue twister, African dance genres, key moments, drumming technique

	Core knowledge	Activities	Pages 158 - 189
Warm up your body 	Warm up the body before any strenuous movement activity. Alignment of the spine is an essential element in all movement.	Develop a flexible spine that moves in different directions and at different speeds. Practise basic warm-up sequences that develop coordination and control. Create your own warm-up sequence.	158 159
Dance and play 	A movement game to work with spatial awareness. You can adapt movement to suit your body's capabilities.	Explore different ways of moving in space. Learn the chorus and the basic structure of the game. Play the game. The game develops action/reaction, listening, group focus, eye contact and collaborative skills.	160 161
Travelling games 	These games provide material for understanding how to work non-verbally with others, developing relationships in small groups, leading with different body parts, considering eye contact and focus.	Warm-up with a tangle and untangle game. Friends and enemies game. Explore elements of locomotor and non-locomotor movements.	162 163
Find your voice 	The basics of a good voice warm-up include all the dimensions of relaxation, breathing, phonation, resonance. Voice is a physical activity and the body needs to be prepared to make sound.	Breathing awareness to deepen and slow down breathing. Prepare the body for making sound. Use simple warm-up moves to release tension, relax the face, energise the body and connect movement and sound. Skills to deepen breathing and expand the back lungs.	164 165

	Core knowledge	Activities	Pages 158 - 189
Build resonance 	Resonance is the amplification of sounds using the surfaces and spaces within the body. Articulation is the capacity to use the movable parts of the mouth precisely for clarity. Musical concepts of unison, canon, call and response and harmony.	Use humming as a means of building resonance and feeling the voice in the body. Understand and experiment with resonance. Understanding and experiment with articulation in different languages. Recap ways of singing (unison, harmony, call and response) through exploring a known song.	
Four dance 	Movement to a rhythm pattern. Recap music notation and time signatures.	Walk to the beat. Rotate different body parts to the beat. Improvise elements of locomotor and non-locomotor movement to create a simple dance to the beat.	
Choreographic devices 	Working within a clear structure provides the content for choreographic creativity. Consider unison, different levels, canon and call and response as choreographic devices.	Develop the dance through adding choreographic devices. Collaborate with others to create a dance from the simple movements. Cool down. Using a cool down to connect as a group, and focus on breathing.	
Flash mob 	Flash mobs are dance or chorus performances that happen unexpectedly in public. They require planning and ensemble work.	Improvise movement sequences. Collaborate with others to create an instant scene. Develop the concepts of a scene. Develop skills in establishing context physically. Work as a group to create unexpected shifts. Make a flash mob. Collaborate in creating a flash mob in public space. Share the experience.	
Music forms 	Music is arranged into sections and the way these are arranged gives music its form. There is binary and ternary form, and these can be used with different styles of music.	Learn about musical forms. Skills in differentiating between binary and ternary form. Two examples of well-known songs which contain these forms. Listen, recognise forms and reflect on these.	
Rhythmic patterns 	Use percussion instruments to explore binary form, and create and improvise own music.	Learners experiment with rhythms by playing percussion instruments. Add instruments and voices to create a fuller melody. Demonstrate understanding of the forms.	

	Core knowledge	Activities	Pages 158 - 189
Let's drum 	Rhythm is created not only by instruments but also by the movements of dances in African dance/music.	Practise your drum strokes. Skills in drum notation, playing drum strokes and creating rhythm patterns with left and right hands. Learners create their own composition and then play it together. Play drums for accompaniment. Play together as a group.	
Cultural dances 	Different heritages express themselves through different cultural dances. These cultural dances have a context, style and form which is very specific.	Discuss cultural heritage. Research traditional dances. Share knowledge of traditional dances. Share knowledge and demonstrate respect for the cultures of others.	
The Tshikona dance 	The tshikona dance is a specific cultural dance with complex rhythms created by dancers who also blow pipes, accompanied by drums.	Learn about the dance. Develop skills in naming elements of a dance. Watch the dance. Ask and answer questions through research.	
Pantsula and gumboot 	Learn more about other popular dances in South Africa. Pantsula and gumboot dance are explored.	Read about pantsula and gumboot dancing.	
Dance around the world 	Modern dance styles and dance style characteristics.	Read about modern dance styles and consider dance style characteristics. Watch for specific movements and ways of moving in particular dances.	
Present a dance 	In groups, do research and present a dance form to the class.	Prepare a presentation on a chosen dance form. Analysis and research; extend vocabulary. Perform and present the dance to the class.	

Topic 1: Visual literacy

Time: 1 hour

CAPS

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern
- Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns
- Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns
- Apply, identify and personally interpret in own work

- Appropriate tidiness and sharing of space

Topic 2: Create in 2D – Creative lettering and/or radiating pattern-making

Time: 2 hours

CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: relevant use of art elements in own images of radiating pattern
- Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns

Topic 3: Create in 3D – A relief mandala or radiating pattern

Time: 2 hours

CAPS

- Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: reinforce in own construction of relief mandala/radiating pattern
- Design principles: use balance in own construction of relief mandala/radiating pattern
- Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others

	Core knowledge	Activities	Pages 190 - 209
Visual literacy			
The circle	The circle is one of the three basic, universal geometric shapes, along with the square and triangle.	Read about circle designs as cultural symbols.	
Radiating designs and symmetry	Explore the radiating patterns in everyday life, nature and in technology.	Understand symmetry and asymmetry by comparing visual images (sculptures and wire baskets).	
Create in 2D – Radiating pattern-making			
A mandala	Introducing the mandala as a meditation method as well as a radiating design.	Read about the mandala. Encourage learners to make land art in nature in the form of a mandala or radiating pattern.	

	Core knowledge	Activities	Pages 190 - 209
Mandala for meditation	Mandala for meditation or to colour in or draw.	Explore the circular structure working with a paper plate. Create concentric circles using four colour combinations. Scratch patterns using positive and negative spaces to create tone.	
Colour in or draw a mandala			
Make a mandala with a theme	Creative lettering and pattern-making. Use one or more of the elements (water, fire, earth or air) and a quality to create a mandala with patterns and words.	Fold paper and work with precision, to create geometric shapes. Count and measure using a ruler and work free hand to join dots. Choose colours. Work with the concept of negative space and colour in the background behind the lettering. Display the completed work as a class exhibition.	
Create in 3D – Relief mandala or radiating pattern			
Make a mandala on a stick	Create a 3D mandala which is to be carried on a stick.	Create a 3D mandala using rolling, weaving, measuring and cutting skills.	
Words and art terms	Complementary colours Geometric shapes Land art Mandala Positive and negative space	Radiating Symmetry Tone	
Formal assessment task Term 2: Creative Arts Task (CAT): Visual Arts, total 40 marks Suggested activities that take a minimum of three periods to complete.	Make a 3D mandala using a stick Pages 202-207 Mark allocation 1. Use of balance and symmetry (10) 2. Evidence of using skills and techniques (e.g. Pasting, cutting, wrapping, tying and joining various recyclable materials) (10) 3. Spatial awareness: Use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others (5) 4. Appropriate tidiness and sharing of space (5) 5. Appropriate use of tools (5) 6. Creativity and use of colour (5)		

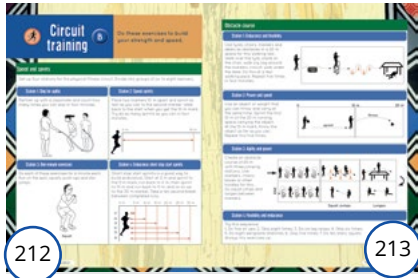
Physical fitness programme

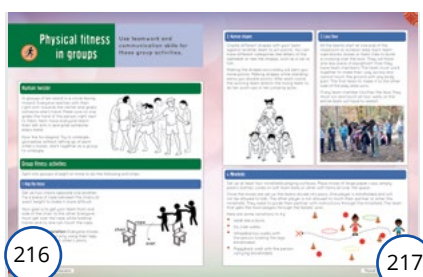
Time: 10 hours

CAPS

- Participation in a physical fitness programme to develop particular aspects of fitness
- Safety measures relating to physical fitness activities
- Movement performance in a physical fitness programme to develop particular aspects of fitness
- Examples: Agility: running zigzag; Power: running on the spot; Speed: sprints; Flexibility: stretching all body regions, rope skipping;

Formal assessment task Term 2:
Physical Education Task (PET) total 30 marks: participation 20 marks, movement performance 10 marks.
Refer to the assessment tool in CAPS Section 4.

	Core knowledge	Activities	Pages 210 - 217
Circuit training A	Circuit training that improves cardiovascular fitness and strengthens core.	Warm-up and do exercises that develop: • Speed and agility • Endurance and core strength • Power and muscular strength • Flexibility.	
Circuit training B	Do a physical fitness circuit and create an obstacle course.	Warm-up and then do: • Skip for agility • Speed sprints • One-minute exercises • Endurance short stop start sprints Create an obstacle course of 20m. Work in groups.	

Physical education	Core knowledge	Activities	Pages 210 - 217
Physical fitness in pairs	Develop agility, speed, flexibility, muscle endurance and strength.	Do dynamic stretches with a partner to warm up. Do activities with a partner using wrestling moves. Cooldown.	
Physical fitness in groups	Use teamwork and communication skills for group activities.	Do a fun human twister exercise. Group fitness activities: • Hop the fence • Human shapes • Lava flow • Minefields.	
Safety measures: Surface of the play area, use and condition of apparatus, warm-up and cool down, basic first aid, spacing of learners during activities, following instructions.			
Suggested activities for formal assessment of movement performance (10 marks)	Circuit training A – pages 210-211		

It’s a wrap

	Activities	Pages 218 - 219
It’s a wrap	Review images and ideas from all four terms.	

Lesson set 9: Caring for animals

Time: 3 hours

CAPS

- Caring for animals:
 - Acts of cruelty to animals
 - Taking care of and protecting animals
 - Places of safety for animals
- Reading skills: reading with understanding and fluency
 - Reading about ways of taking care of animals and places of safety for animals: interpret/ explain and relate what has been studied

30m

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

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 2 - 11
Lesson 9.1 The Five Freedoms 30m	The Five Freedoms of animal welfare ensure that animals are treated with care and respect. These freedoms help protect animals from suffering and ensure their well-being.	Read about the fair treatment of animals and discuss ways to stop animal cruelty. <i>Key skill: Talk about your feelings</i>	The Five Freedoms 2 3
Lesson 9.2 Caring for animals 30m	The Golden Rule is to treat others as you would like to be treated.	Discuss why it is harmful to take a wild animal out of their natural environment. <i>Key skill: Show why it is helpful or harmful</i> Describe how human activities can harm animals and the environment. Find out more about sacred animals. Discuss what rights all animals share with humans. <i>Key skill: Find out more (ask someone - look it up)</i>	Caring for animals 4 5
Lesson 9.3 Companion animals 30m	A companion animal is a pet or domestic animal that is dependent on humans to provide for it. Being a guardian to a companion animal is a big responsibility.	Discuss how to take care of companion animals. <i>Key skill: Observe and describe</i> Think about how humans and companion animal interact. How do animals show feelings? Discuss ways to respond to animal cruelty. <i>Key skill: Try to feel what someone else is feeling</i> Share how you take care of a companion animal. <i>Key skill: Show why it is helpful or harmful</i>	Companion animals 6 7

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 2 - 11
Lesson 9.4 Places of safety 1h	Places of safety for animals are where animals are protected, cared for, and kept safe from harm.	Consider how hunting and poaching can be harmful not only to animals but the environment. Read about volunteering. Make a poster animal rights poster speaking out against abuse and what can be done to protect animals. <i>Key skill: Give a reason for what you think</i>	Places of safety 8 9
Lesson 9.5 A word to the wise: protect owls 30m	Case study. Owls are amazing creatures. Aside from having interesting characteristics, they are also important animals to have living near humans because they help control mice and rats.	Read about owls and answer questions. <i>Key skill: Ask questions about the things you want to know</i> Read about superstitions about owls and consider why owls are important for people. <i>Key skill: Give a reason for what you think</i> Read about famous owls and imagine what properties they would give to their own personal magical owl. <i>Key skill: Make something to show what you think it is like</i>	A word to the wise: protect owls 10 11
Formal assessment task Term 3: Create a poster or write a report on how to take care of animals, identify places of safety for animals and explain the importance of animal care.	Topic: Caring for animals Requirements: - Choose an animal: Research and describe at least three ways to care for this animal. - Explain risks: Discuss dangers, risks, or environmental issues that may affect this animal. - Identify places of safety: Describe a shelter, service or organisation that helps protect animals in danger. - Use visuals: Add pictures or drawings to enhance your presentation. - List your sources. (For example, website address, interviews or books consulted). Mark allocation Content (15 marks): - Accurate descriptions of animal care (6) - Explanation of risks and environmental factors (6) - Relevance and clarity of information (3) Presentation (10 marks): - Neatness and creativity (5) - Effective use of colour and visuals (5) Effort and Research (5 marks) - Demonstrated understanding through research and detail (2) - Sources listed (3)		

Lesson set 10: Caring for people

Time: 3 hours

CAPS

- Caring for animals:
 - Considering others' needs and views
 - Communicating own views and needs without hurting others
 - Acts of kindness towards other people
- Reading skills: reading with understanding and fluency
 - Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 12 - 21
Lesson 10.1 An act of kindness 30m	A small act of kindness can have a big impact.	Case study. Read a true story about an act of kindness and answer questions. Share a story about an act of kindness that they have experienced. <i>Key skill: Try to feel what someone else is feeling</i>	12  13
Lesson 10.2 Show consideration 30m	Sometimes one may think one is being kind and caring towards someone, but end up hurting their feelings. Showing consideration for others means thinking more about their point of view.	Read Tendai's story and answer questions. Discuss how to express feelings without hurting or upsetting others. <i>Key skill: What's new? Try it</i>	14  15
Lesson 10.3 Listen with an open heart 30m	Listening with an open mind and heart makes it easier for someone to feel they are being heard.	Read about how to listen actively. Practise active listening. Find out how to use "I" statements. <i>Key skill: Think about your thinking</i>	16  17

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 12 - 21
Lesson 10.4 Show empathy 30m	Case study. Walking in another's shoes allows one to begin to understand what the other person might be experiencing or feeling. Understand what is empathy and compassion.	Read different scenarios, choose one scenario and consider the different points of views of characters and their feelings. Consider how caring for animals can inspire people to care more for each other. <i>Key skill: Try to feel what someone else is feeling</i>	18  19
Lesson 10.5 Find care and respect 1h	There are acts of kindness happening every day, between family, friends and strangers. Review road safety rules.	Look at the illustration and describe the different acts of kindness. Name the road safety rules illustrated. <i>Key skill: Observe and describe</i> Write about acts of kindness they did in recent weeks. <i>Key skill: What's new? Try it</i>	20  21

Lesson set 11: Nation-building and cultural heritage

Time: 4.5 hours

CAPS

- Nation-building and cultural heritage: definition of concepts
 - How cultural heritage unifies the nation: national symbols, national days
 - National symbols such as flag, anthem, code of arms, etc.
 - Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day
- Reading skills: reading with understanding and fluency
 - Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 22 - 37
Lesson 11.1 What is identity? 1h	A person's identity is made up of many things, including their age, gender, beliefs, sexual orientation, ethnicity, interests and the social groups they belong to. A country has its own identity, a national identity. It is made up of the country's history, people, cultures, languages, landscapes and traditions.	Complete a sentence and consider different descriptions of individual identity. Key skill: Choose what works best for you Discuss a national identity by completing the sentence: "I feel part of South Africa when I..." Key skill: Share and compare Write a poem or a song about the things that make them proud to live in South Africa. Key skill: Talk about your feelings	 2223
Lesson 11.2 South Africa for all 1h	Democracy means that the country is ruled by its people. They can vote to elect the leaders they want, and have a say in how the government is run. Values are deep feelings we have about what is important to us. Values guide the choices we make, how we live and how we treat others.	Draw a picture of a South Africa showing a particular value. Key skill: Make something to show what you think it is like Discuss diversity. Write down an idea for creating a country where everyone feels they belong. Key skill: Give a reason for what you think	 2425
Lesson 11.3 The Coat of Arms tells a story 30m	A coat of arms is a special symbol representing a country. Find out what are the symbols on the South African coat of arms.	Create own coat of arms or in groups prepare a drama using the eight symbols on the coat of arms. Key skill: Make something to show what you think it is like	 2627

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 22 - 37
Lesson 11.4 Understanding our flag 30m	Find out about the South African flag. There are rules for treating the flag with respect.	Discuss learners' feelings about and experience of the South African flag. Read about how the flag should be treated. Key skill: Talk about your feelings	 2829
Lesson 11.5 The national anthem 30m	A national anthem is a song that is sung to praise a country and show loyalty. In 1994, Nkosi Sikelel' iAfrika was adopted as the national anthem of South Africa. It includes some of the country's different languages and traditions.	Discuss whether learners know all the words of the national anthem. Read about the anthem and then consider some of the important messages shared in the national anthem. Key skill: Find out more (ask someone - look it up) Write a letter to the composers of the national anthem. Key skill: Choose what works best for you	 3031
Lesson 11.6 Honouring South Africans 30m	Many South Africans have done important things to improve the lives of people in the country. National Orders are awards that recognise and honour these people.	Read about the different national orders. In groups discuss someone who should receive an order. Give reasons for their selection. Key skill: Choose what works best for you Imagine being nominated for an order. Write a short speech of acceptance. Key skill: Talk about your feelings	 3233
Lesson 11.7 Remembering national days 30m	National days remind people of important events, raise awareness of issues and celebrate achievements.	Read the about national days. Learners create their own national day called "Unity in Diversity Day" or they decide how they will celebrate the next Heritage Day. Read about South Africa's national living heritage symbols (Extra Info D). Share an interesting fact with a partner. Key skill: Work it out yourself	 3435
Info Page D i+	National living heritage symbols.		 3637

Lesson set 12: Gender stereotyping

Time: 3 hours

CAPS

- Gender stereotyping, sexism and abuse: definition of concepts
 - Effects of gender stereotyping and sexism on personal and social relationships
 - Effects of gender-based abuse on personal and social relationships
 - Dealing with stereotyping, sexism and abuse
- Reading skills: reading with understanding and fluency
 - Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 38 - 49
Lesson 12.1 Gender stereotypes 30m	People learn what is expected of them as boys or girls from their family, friends, society, and the media. These expectations become normal over time, and are called gender stereotypes. Gender stereotypes can lead to people being treated unfairly.	Consider the differences between Thobile's life as a boy and life as a girl. Key skill: Ask questions about the things you want to know Consider what is meant by gender stereotypes and how these can be experienced. Key skill: Think about your thinking	 3839
Lesson 12.2 Not better or worse 30m	Sexism is discrimination based on a person's sex or gender. It happens because of stereotypes about what roles girls and boys should play, and how they should behave. Sexism affects everyone, but it mostly affects girls and women. By being sexist, we do not give everyone a fair chance to be who they can be.	Read about the day in the life of a brother and sister. Consider how they may have different experiences related to stereotypes. Role-play a conversation between the siblings and their parents about the daughter's hopes and dreams. Key skill: Show why it is helpful or harmful	 4041
Lesson 12.3 Harmful gender norms 30m	When someone is treated unfairly because of other people's assumptions about them, they are discriminated against.	Read about the difference between sex and gender. Discuss what is meant by sex, gender and norms. Reflect on experiences of sexism or discrimination. Explain why gender norms can be harmful. Key skill: Be kind to yourself	 4243

Social responsibility	Core knowledge and key messages	Activities and key skills	Pages 38 - 49
Lesson 12.4 Gender-based violence 30m	When someone hurts someone else because of their sex or gender, or because of their sexual orientation, they commit gender-based violence (GBV). Both men and women can experience gender-based violence, but girls and women experience it most often.	Read about different types of abuse and violence. Consider whether given scenarios are examples of abuse. Identify the type of abuse. Reflect on feelings when hearing about gender-based violence. Key skill: Show why it is helpful or harmful	 4445
Lesson 12.5 Stand for gender justice 30m	The South African Constitution says that everyone is equal before the law. There can be no discrimination based on sex, gender or sexual orientation. Everyone should be allowed to be whoever they want to be.	In groups, role-play a scenario to find solutions to stop violent attacks on women by different stakeholders. Key skill: Look back – look forward	 4647
Lesson 12.6 Stop the abuse 30m	A system of society or government in which men hold most of the power is called patriarchy. The belief that boys and men are (or should be) stronger, more valued and better than girls or women is unfair to everyone.	Discuss patriarchy and discuss ways it can be harmful to both boys and girls. Key skill: Work it out yourself Read a story and discuss questions about gender-based violence. Consider ways to address GBV. Key skill: Find out more (ask someone - look it up)	 4849

Resources:

- Open space
- Found or made musical instruments, including drums
- Audio equipment and audiovisuals with a range of suitable music
- Charts and posters (e.g. middle C scale on treble clef, etc.)
- South African songs from a range of cultural traditions
- Resources on South African music
- Textbook

Topic 1: Warm up and play

Time: 2.5 h per term (15 min per class)

CAPS

- Vocal warm ups (including centring the voice, humming on voiced consonants and vowels, resonance)
- Singing warm ups (including South African songs in unison, canon, two-part harmony and call and response)
- Physical warm ups for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops)
- Action and reaction games
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

Time: 3 h per term

CAPS

- Short dialogues, exploring conflict within a specific context (Who? What? Where? When?)
- Movement sequences exploring conflict, using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements
- Music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately
- Rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice

Topic 3: Read, interpret and perform

Time: 3.5 h per term

CAPS

- Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa
- Rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments
- Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony.
Consider:
 - dynamics, melodic and rhythmic patterns
 - the movement (posture, facial expression, gesture) or dance element related to the song
 - style and mood

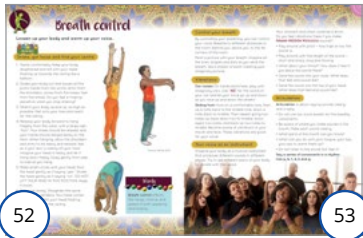
Topic 4: Appreciate and reflect on

Time: Appreciate and reflect on, 1 h per term (additional time outside of class for research and attending a music performance)

CAPS

- Two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music.
- Own and other’s performances and processes using simple creative arts terminology

Key terms: action, reaction, conflict, locomotor, non-locomotor, canon, round, two-part, centring, music types, repetition, musical alphabet, lyrics, rhythm, melody

	Core knowledge	Activities	Pages 50 - 79
Play and stretch 	Warm up by playing a game and doing stretches with a partner. Listening, concentration, team work, action and reaction, and awareness of what others are doing in the space are all important in warming up.	Standing, sitting, lying game to develop skills in listening, watching, focusing and responding. Partner stretches: safe stretches with a partner. Pendulum partners: use weight to build physical trust with a partner.	
Breath control 	Release of tension, breathing, making gentle sound, building resonance and articulating are all aspects of a good warm-up.	Use the imagination to increase breath capacity. Vibrations: warm up the voice with gentle humming working from a comfortable note up and down the scale. Increase resonance through considering where sound is vibrating. Warm up the articulators through rhythmic use of consonants.	
Action and reaction games 	Working in the arts requires quick thinking, good listening and concentration.	Play three games K-I-N-G spells king: listen, concentrate and freeze. Do Like I do: listen/watch, concentrate, act, initiate new ideas. My partner and I: listen/watch, copy, and make larger or smaller, spontaneity.	
Points of view 	Everyone has a unique point of view. Explore points of view and improvised drama.	Explore physical points of view. Understand the concept of points of view. Create short improvised dramas with dialogue.	

	Core knowledge	Activities	Pages 50 - 79
Conflict in drama 	All drama requires conflict. Conflict can take many different forms and it can give ideas for the development of stories.	Establish context using action and dialogue. Explore types of conflict and how these conflicts arise. Identify ways of dealing with conflict.	
Make a move 	The body can be used in contrasting ways which can create a kind of visual conflict or conflict of energy between people moving through space.	Work with a partner to warm up the whole body. Rhythm competition: Improvising sounds and movements as a group; work together.	
Agree or disagree 	Contrast and conflict can be used to create a particular structure for a movement sequence. Music similarly can be used to demonstrate or explore conflict. Musicals do this through duets.	Agree/disagree sequences: Create structures to show agreement and disagreement physically. Read about duets and musical conflicts. Argue through a song. Use dynamics to make the conflict interesting.	
Rhythm and tempo 	Explore contrasts between a piece of music and its context, or between different parts/moods of a song, or through contrasting rhythms. These can all create kinds of conflict.	Sing Shosholozu Understand the concept of contrast in music. Explore contrasts of different types through musical phrases. Discuss contrast in music.	
Warm up to sing 	There are different ways to warm up the voice for singing.	Warm up neck and jaw. Release neck and jaw tension. Use humming to warm up the voice and explore resonance. Explore pitch Working in a comfortable range Sing with vibration and become aware of vibrations.	
Sing in harmony 	Harmony is when we sing or play different notes together that sound good.	Discuss concepts of harmony and disharmony. Appreciate and reflect. Expand vocabulary. Consider voice types and identify own voice type.	

	Core knowledge	Activities	Pages 50 - 79
Marabi to kwela 	Marabi music comes from a particular period and context. It has been influenced by other forms (ragtime) and in turn, has had an influence on later music such as kwela.	Listen to and discuss marabi. Consider the influences on marabi and its influences on other forms such as kwela.	
Kwaito 	Kwaito music comes from a particular context and has specific features that can be described. We all have our own taste in music.	Describe and analyse kwaito music and its history. Expand vocabulary and knowledge of form. Consider what music you listen to and articulate reasons for personal taste.	
Song dynamics 	The dynamics of two very different songs are explored and compared. Different dynamics create different moods.	Learn about and compare Special Star and Senzenina. Sing or play these songs. Develop appreciation of range of music. Develop skills in reading, singing and playing music. Expand vocabulary and capacity to compare and reflect.	
Compare two music styles 	The tools for comparing music styles and knowledge of a range of SA music. Music reaches across cultures to speak to people.	Learners research and compare two different styles of music and create a poster to exhibit. They discuss what they have learnt about different music styles. Skills in appreciation, reflection, analysis and comparison.	
Formal assessment task Term 3:	Short improvisation sketch (Conflict in drama) page 58 Movement sequences exploring conflict (Make a move) pages 60-61 Dance and song to explore conflict (Agree or disagree) pages 62-63 Mark allocation - Development of the improv sketch and story (10) - Performance of movement sequences (10) - Dance and song to explore conflict (10) - Effort and participation (10)		

Topic: Visual literacy

Time: 1 hour

CAPS

- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work
- Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images
- Questions to deepen and extend observation of elements and design principles in images
- Apply, identify and personally interpret in own work

Topic: Create in 2D – Images of people and/or objects

Time: 2 hours

CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.
- Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.

Topic: Create in 3D – Modelling images

Time: 2 hours

CAPS

- Skills and techniques: earthenware clay
- Art elements: reinforce texture, shape/form through use in own observed models
- Design principles: reinforce balance through use in own observed models
- Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space
- Appropriate tidiness and sharing of space

	Core knowledge	Activities	Pages 80 - 97
Visual literacy			
Faces and portraits	Understand landscape and portrait perspective and observe faces noting proportion, shape and contrast.	Observe and respond to a self-portrait by Frida Kahlo. Notice the detail of faces.	

	Core knowledge	Activities	Pages 80 - 97
Create in 2D – Images of people			
How to draw a face	Learn how to draw a self-portrait using a step-by-step method. Continue to draw in detail observing the proportion and shape of the face.	Work with scale, proportion, shape, line on the page to plot the position of a self-portrait on the page. Draw the different elements of the face. Use close observation and drawing skills.	
Tonal techniques	Learn about tonal scale and observe how to present the light falling on a face.	Create the illusion of 3D by working with tonal scale in dark and light colours, using drawing techniques for tone and texture, such as stippling, scumbling and cross-hatching.	
Create in 3D – Modelling images			
Make a fabulous frame	Make a frame for the portrait created in 2D. Explore different types of patterns and shapes.	Follow instructions and complete a frame using measuring, cutting and adding patterns and working with monochromatic colour.	
Words and art terms	2-dimensional 3-dimensional Cross-hatching Form Geometric shape Landscape and portrait Line Organic shape	Pattern Scumbling Stereotype Stippling Surreal Texture Tonal scale Tone	

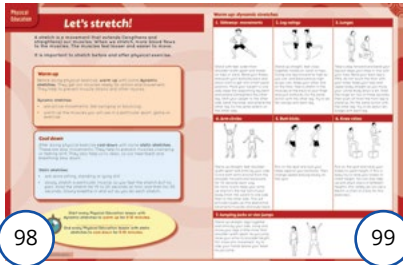
Rhythmic patterns of movement

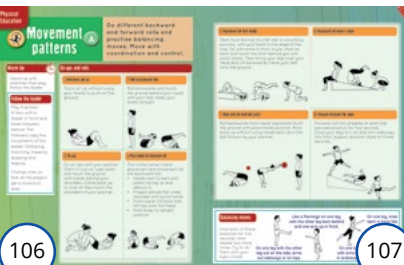
Time: 10 hours

CAPS

- Rhythmic patterns of movement with coordination and control
- Safety measures relating to rhythmic patterns of movement
- Movement performance in rhythmic patterns of movement with coordination and control
- Examples of activities: aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.

Formal assessment task Term 3:
Physical Education Task (PET) total 30 marks: participation 20 marks, movement performance 10 marks.
Refer to the assessment tool in CAPS Section 4.

	Core knowledge	Activities	Pages 98 - 109
Dynamic stretches (Warm up)	Dynamic stretches involve movement. Use dynamic stretches to warm up at the beginning of the lesson. Choose appropriate stretches for a 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	 9899
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 cooldown 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. Plank stretch 12. Wrist stretch	 100101

	Core knowledge	Activities	Pages 98 - 109
Move with control A	Controlled movements and types of forward rolls.	Move like a sea creature. Practise forward rolls.	 102103
Move with control B	Movement activities and different handstands and cartwheels.	Move forwards, backwards and sideways. Practise handstands and cartwheels.	 104105
Movement patterns A	Do different backward and forward rolls and practise balancing moves. Move with coordination and control.	Play Follow the leader. Use movements like galloping, marching, hopping, skipping and leaping. Backward and forward rolls. Balancing moves.	 106107
Movement patterns B	Create a short movement sequence with rhythmic movements between the main steps.	Warm-up with mobility stretches. Put different moves together in a short movement sequence.	 108109
Safety measures: Surface of the play area, use and condition of apparatus, warm-up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions.			
Suggested activities for formal assessment of movement performance (10 marks)	Movement patterns A – pages 106-107		

Lesson set 13: Basic first aid

Time: 1.5 hours

CAPS

- Basic first aid in different situations: cuts and gazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking
- Reading skills: reading with understanding and fluency
- Reading about basic first aid: interpret/explain and relate what has been studied

30m

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

Formal assessment task Term 3:
Personal and Social Well-being: controlled test to cover work done during the year (Terms 1 - 4), total 30 marks

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 110 - 115
Lesson 13.1 Accidents do happen 30m	First aid is about being able to help when accidents, injuries or illnesses happen until full medical treatment is available. Everyone should know how to do basic first aid by doing a first aid training course. Find out about local first aid courses available.	Research what to do in a medical emergency. Find out about available courses to learn basic first aid. <i>Key skill: Observe and describe</i>	
Lesson 13.2 Basic first aid 30m	Everyone should learn how to respond to common accidents and injuries.	Do research about local plant remedies that can be used to treat common medical issues. Read about first aid for common accidents and injuries and do a quick test about what to. Consider all the items that can be included in a basic first aid box. <i>Key skill: Find out more (ask someone - look it up)</i>	

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 110 - 115
Lesson 13.3 Emergency action 30m	Sometimes, knowing what to do while waiting for medical assistance can save a life. It is important not to panic and to stay calm.	Read about what to do in some emergency situations. Do a quick quiz with a partner and compare answers. <i>Key skill: Observe and describe</i>	

CAPS

- Food hygiene:
 - Safe and harmful ingredients
 - Food preparation
 - Food storage
 - Food-borne diseases
- Reading skills: reading with understanding and fluency
 - Reading about food hygiene: interpret/explain and relate what has been studied

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 116 - 129
Lesson 14.1 How safe is your food? 1h	Safe and nutritious food is key to sustaining life and promoting good health. Unsafe food contains harmful bacteria, viruses, parasites or chemical substances that cause disease. Core messages for safer food: • keep clean • separate raw and cooked • cook thoroughly • keep food at safe temperatures • use safe water and raw materials.	Read about the five keys to safer food and when to wash your hands. Make a poster about washing your hands. Key skill: Give a reason for what you think Discuss how to keep food away from flies. Consider other ways food can be contaminated. Key skill: Find out more (ask someone - look it up)	 116 117
Lesson 14.2 Food poisoning 30m	Unsafe food can cause food poisoning. Food poisoning causes vomiting and diarrhoea (runny tummy). It is important to rehydrate.	Read a poem and act out the symptoms of food poisoning. Read about how to make a rehydrating drink. Key skill: Make something to show what you think it is like Write a restaurant review about the safety and hygienic conditions of a local restaurant. Consider what questions they can ask to find out more about safety issues at the restaurant. Key skill: Ask questions about the things you want to know	 118 119
Lesson 14.3 Cook away the germs 30m	Being able to cook food changed the lives of early humans. When food is cooked, harmful germs are killed, and it becomes easier for our bodies to digest.	Do a class activity and consider when it is healthier to eat raw or cooked food. Key skill: Give a reason for what you think Read about salmonella and tapeworms and how to prevent becoming infected. Key skill: Ask questions about the things you want to know	 120 121

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 116 - 129
Lesson 14.4 Store food safely 1h	Food that is safely stored lasts longer and does not become spoiled or contaminated by bacteria and other germs.	Consider storage options for different types of food. Key skill: Be kind to yourself In groups, design storage systems for keeping different types of food dry and safe from animals, insects and mould. Key skill: Ask questions about the things you want to know	 122
Lesson 14.5 Keeping food hot or cold 30m	There are ways of keeping food cold and cooking that are more energy efficient than others.	Read about zeer pots and the wonderbag. Identify three ways food can be kept cold without a fridge. Share ideas for saving electricity when cooking. Key skill: Work it out yourself	 124
Lesson 14.6 How to preserve food 30m	Before fridges were invented, people used to preserve food to make it last longer and to keep it safe to eat.	Read about ways of preserving food. Give examples of foods they eat that have been preserved. Key skill: Observe and describe Consider additives in food and what information should be supplied by food factories. Describe a traditional South African dish and how the ingredients used in the recipe should be stored. Key skill: Find out more (ask someone - look it up)	 126
Lesson 14.7 Test your knowledge 30m	Overview of food hygiene and preparing and storing food in safe and hygienic ways.	Do a test to review the information learnt in the lesson set. Key skill: Work it out yourself	 128

Lesson set 15: Communicable diseases

Time: 4.5 hours

CAPS

- Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc.
 - Causes of communicable diseases
 - Signs and symptoms of communicable diseases
 - Where to find information:
 - Prevention strategies
 - Available treatment
- Reading skills: reading with understanding and fluency
 - Reading about communicable diseases: interpret/explain and relate what has been studied

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 130 - 145
Lesson 15.1 Spreading diseases 30m	Hand washing is the best way to prevent the spread of some germs. Scientific research has shown that it is harmful germs that cause infectious diseases that can be passed from one person to another. With good hygiene most germs can be kept away.	Describe how the flu virus is commonly spread and how to protect oneself and others from infection. Consider the spread of other communicable diseases. Key skill: Find out more (ask someone - look it up) Read about communicable and non-communicable diseases and identify diseases in these two categories. Key skill: Be kind to yourself	 130131
Lesson 15.2 Protect yourself 1h	Our immune systems help to fight against diseases. There are ways of keeping one's immune system strong, for example by eating healthy food, getting enough sleep and exercising.	Read about the immune system. Brainstorm ways to keep healthy and write these ideas down. Key skill: Share and compare Read the Extra Info pages and discuss how diseases can be spread. Discuss the correct way to sneeze and cough. Key skill: Find out more (ask someone - look it up)	 132133
Info Page F i+	Communicable diseases		 134135
Info Page G i+	Non-communicable diseases		 136137

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 130 - 145
Lesson 15.3 Vaccinations 30m	It is important that children are vaccinated against TB, polio, measles, meningitis and other serious diseases. Getting vaccines is called immunisation because they help people's immune systems.	Read about vaccines. Discuss what vaccines learners know about and have had. Key skill: Observe and describe In pairs, explain to each other how vaccines work. Key skill: Make something to show what you think it is like	 138139
Lesson 15.4 A virus outbreak 1h	Sometimes many people in one area get the same disease at the same time. This is called a virus outbreak. The whole world was affected when the corona virus that causes Covid-19 started infecting people.	Interview someone who lived through the Covid-19 pandemic. Key skill: Find out more (ask someone - look it up) Design protective medical gear made from resources found in the home and recycled waste. Key skill: Make something to show what you think it is like	 140141
Lesson 15.5 Available treatment 1h	Over the years treatment of illness and disease has changed.	Discuss any plants or herbs used as natural medicine. Key skill: Find out more (ask someone - look it up) Read about antibiotics and how to take them. Complete sentences and role-play a conversation between a doctor and patient. Key skill: Be kind to yourself	 142143
Lesson 15.6 Prevention 30m	Preventing disease is always better than treating a disease. Sometimes you cannot avoid getting a disease and then you need to visit a clinic or a doctor.	Do a quick quiz. Key skill: Find out more (ask someone - look it up)	 144145

Lesson set 16: HIV and AIDS education

Time: 1.5 hours

CAPS

- HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS Causes of communicable diseases
 - Caring for people with AIDS
- Reading skills: reading with understanding and fluency
 - Reading about caring for people with AIDS: interpret/explain and relate what has been studied

Health and environmental responsibility	Core knowledge and key messages	Activities and key skills	Pages 146 - 151
Lesson 16.1 Facts about HIV and AIDS 30m	HIV and AIDS affect all of us. It is important to know the correct information about the virus and treatment. People living with HIV can live long, healthy and productive lives with proper treatment, care and support.	Read about how HIV is spread and review learners’ understanding of HIV and AIDS. <i>Key skill: Ask questions about the things you want to know</i> In pairs, review their understanding of the immune system. List the ways HIV can get into one’s blood. <i>Key skill: Give a reason for what you think</i>	
Lesson 16.2 Stop the stigma 30m	Never discriminate and be kind to people living with HIV. Stigma means negative attitudes and beliefs towards others. It usually happens when people have inaccurate information about something.	Identify a time when they might have felt rejected or stigmatised. <i>Key skill: Try to feel what someone else is feeling.</i> Consider ways to encourage adherence to treatment. Write a short song or poem about living positively with HIV <i>Key skill: Work it out yourself</i>	
Lesson 16.3 Caring for each other 30m	Everyone needs respect and care. People living with HIV need to take extra care to keep healthy and look after themselves. Everyone has a responsibility to take good care of people living with HIV.	Consider ways to show care and support for people living with HIV. Share tips to stay healthy. <i>Key skill: Try to feel what someone else is feeling</i> In groups or pairs do a short test on HIV knowledge and their understanding of the concepts. <i>Key skill: Work it out yourself</i>	

Resources:

- Open space
- Found or made musical instruments, including drums
- Audio equipment and audiovisuals with a range of suitable music
- Resources on South African cultural rituals (including DVD material, photographs, etc.)
- African traditional/contemporary stories
- Found or recycled materials for making puppets, or already made puppets (hand/head)
- Textbook

Topic 1: Warm up and play

Time: 2.5 h per term (15 min per class)

CAPS

- Physical warm ups for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns)
- Vocal warm ups (including breathing, with chanting)
- Singing warm ups (including songs in unison, canon, in two-part harmony and/or call and response)
- Leading and following games
- Story development games
- Cool downs (including stretches and flowing movements)

Topic 2: Improvise and create

Time: 3 h per term

CAPS

- Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements
- Movement sequences to explore aspects of the above story, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements

Optional: Puppetry

- Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary) NOTE: Already-made puppets may also be used
- Musical signature tunes for each of the puppet characters using voice, found or made instruments

Topic 3: Read, interpret and perform

Time: 3.5 h per term

CAPS

- Select a cultural ritual or ceremony (recorded or live); observe, discuss and rehearse for presentation to the class.
Consider:
 - patterns, repetition and sequencing
 - elements of music, dance, costume and props (if appropriate)
 - performance area and audience arrangement
 - appropriate entrances and exits
- Optional: Puppetry
 - A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution).

Topic 4: Appreciate and reflect on

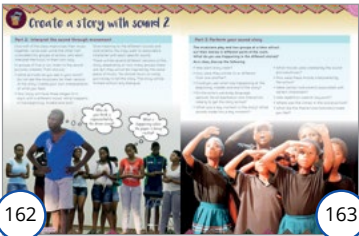
Time: Appreciate and reflect on, 1 h per term (additional time outside of class for research)

CAPS

- Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence
- Own and other’s performances and processes using simple creative arts terminology

Key terms: cultural ritual, ceremony, patterns, repetition, sequence, canon, round, two-part harmony, chants, time, space, weight, energy, puppetry

	Core knowledge	Activities	Pages 152 - 181
Lead and follow games 	Working with others requires leading and following. We should all be prepared to do both at appropriate times. This creates a constructive working environment.	Play leading and following games. Follow the leader Diamond mirror Lead and follow in pairs Practise teamwork.	 152 153
Stretch and jump 	Warm up with stretches and jumps.	Do various stretches and then do warm-up jumps.	 154 155
Story development 	Improvise and create stories in different ways. Practise different storytelling techniques.	One word connections and one word stories. Random sound improvisations Whoosh stories Concentration, listening, taking initiative, spontaneity, quick responses, using face, sound and action to enhance storytelling	 156 157
Peter and the wolf 	Read about Peter and the Wolf.	Listen to the soundtrack of Peter and the wolf and identify the different instrument families.	 158 159

	Core knowledge	Activities	Pages 152 - 181
Create a story with sound 1	Stories do not always need words. Music and sounds can be used to inspire stories. Soundscapes are great tools for creating stories.	Warm-up and play: Listening focus Creating sounds and sound pictures Conceive a sound picture together as musicians.	 160161
Create a story with sound 2	Use movement to interpret sound and perform a sound story.	Improvise and create stories. Discuss the performance.	 162163
Puppetry	The Bambara tradition of puppetry is one of the oldest in Africa and links to cultural traditions such as initiation.	Read about puppetry. Understand, appreciate and reflect on puppetry traditions in Africa.	 164165
Create your own puppets	Choose an African story and create a puppet for each of the characters in this story. Puppets can be made from simple, recycled materials.	Choose a story to bring to life through puppetry and make a puppet to use in the story. Different techniques of making puppets – sock puppets and simple rod puppets.	 166167
When puppets come to life	There are specific techniques required to bring a puppet to life.	Warm up and play with the puppet and then improvise with the puppet and work on telling a story with the puppet in a group. Puppet manipulation, focus and concentration, clarity of movement, storytelling.	 168169
Puppet theatre	Puppets need to perform in a specially constructed space. Being a puppeteer requires some of the same skills as acting, but is also very specific.	Build a stage for your puppet story Develop, rehearse and present your puppet story for reflection and appreciation.	 170171

	Core knowledge	Activities	Pages 152 - 181
Rituals and ceremonies	Rituals have many different purposes and can be used to mark rites of passage. Rituals have many common elements, specific to the culture from which they come.	Consider different purposes of ritual. Research from books and from people of different cultures. Reflect on the elements of ritual that you have experienced. Reflect and express personal significance of ritual	 172173
Chanting	Chanting requires breath support and builds resonance. Action songs create energy.	Sing action songs to engage the whole body and use chanting to warm up the voice. New skills in warming up; reading musical notation	 174175
Dancing in rituals	Song and dance plays an important role in many rituals.	Read about two types of prayer dancing. Consider the role of singing and dancing in rituals and ceremonies. Research and critical reflection skills.	 176177
Common elements of rituals	Rituals have many different purposes and can be used to mark rites of passage. Rituals have many common elements.	Consider different purposes of ritual. Research from books and from people of different cultures. Reflect on the elements of ritual that you have experienced.	 178179
Perform a cultural ritual	Make up an imaginary culture and perform a ritual for that culture. Or, recreate a ritual learners are familiar with. Respect and tolerance for cultural diversity is important. Consider the role of rituals in our lives today.	Read through the activities. Select roles and play out key moments in a cultural ritual. Group work, negotiation, rehearsal and performance. Reflect and appreciate aspects of ritual and ceremony.	 180181

Topic 1: Visual literacy

Time: 1 hour
CAPS

- Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture
- Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture
- Questions to deepen and extend observation of elements and design principles
- Apply, identify and personally interpret in own work

Topic 2: Create in 2D – Buildings, architecture and the environment

Time: 2 hours
CAPS

- Drawing and/or colour media: exploring a variety of media and techniques
- Art elements: overview of developed use of all art elements found in own images of buildings, architecture and the environment
- Design principles: reinforce relevant design principles in own images of buildings, architecture and the environment

Topic 3: Create in 3D or relief – Buildings, architecture and the environment

Time: 2 hours
CAPS

- Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials
- Art elements: reinforce relevant art elements through own construction of buildings and architecture
- Design principles: reinforce relevant design principles through use in own construction
- Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space
- Appropriate tidiness and sharing of space

	Core knowledge	Activities	Pages 182 - 201
Visual literacy			
Beautiful buildings	Explore origins and concepts of architecture. Understand what is meant by the facade of a building.	Look at buildings and describe facades. Consider different structures and what changes can be made to improve the school building.	
Ancient architecture	Building innovations and techniques developed during ancient times are still used today.	Read about some ancient civilisations that made impressive buildings.	
Modern marvels	Explore different architectural styles.	Read about three architectural styles and find adjectives to describe the buildings. Identify and describe contemporary buildings that are unique and impressive.	
Wondrous worship	Many towns and villages were built around worship centres such as churches, mosques and temples.	Compare three local places of worship. Identify and discuss defining characteristics of each religious building.	
The Zeitz Museum	The Zeitz Museum of Modern and Contemporary Art houses the largest museum of modern and African art in the world.	Read about the Zeitz museum and answer questions about shapes and lines. Use the museum as inspiration for the 3D artwork of this term.	

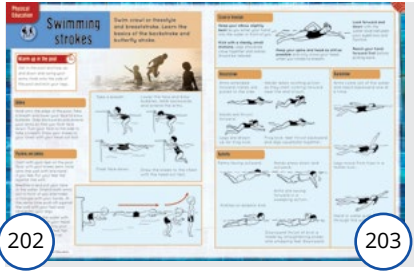
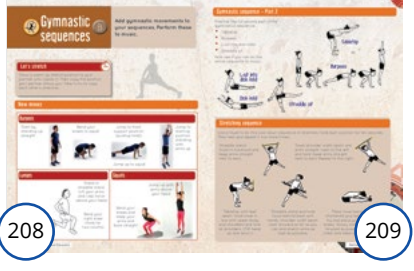
	Core knowledge	Activities	Pages 182 - 201
Create in 2D – Buildings, architecture and the environment			
Pillars and arches	Explore arches and pillars and the principle of balance. Learn about warm and cold colours. Consider how light can change the appearance of a building.	Create a building facade with pillars and arches. Tear bits of coloured paper from magazines or newspapers and paste to create a collage. Follow instructions and work with monochromatic colour.	
Yoruba traditional doors	The Yoruba people from north-central Nigeria are known for their intricate carvings of wooden doors.	Design and create a door based on Yoruba designs. Add this door as a central component to the pillars and arches facade created, paying attention to pattern and symmetry.	
Create in 3D – Buildings, architecture and the environment			
Design your own wonder	Use the Zeitz Museum as inspiration to create a 3D design. Build up a relief of this building using monochromatic coloured paper.	Explore paper-folding techniques to create a 3D building or window. Use prior knowledge of elements of art and principles of design.	
Amazing architecture	Continue to create a 3D unique space.	Continue to make a building structure from card or paper, introduce a figure and explore scale, types of balance and proportion.	
Words and art terms	Art nouveau Concave and convex Deconstructivist architecture Facade Interior Interior and exterior Modernist architecture	Permanent structure Portable structure Proportion and scale Relief Warm and cold colours	
Formal assessment task Term 3: Creative Arts Task (CAT): Visual Arts, total 40 marks	Create a building façade in 2D (Pillars and arches) pages 194-197 Design a window in 3D pages 200-201 Integrate the 3D window as part of a building structure pages 202-203 Mark allocation 1. Use of proportion, balance and symmetry (10) 2. Evidence of using skills and techniques (e.g. Pasting, cutting, wrapping, tying and joining various materials) (10) 3. Spatial awareness • Use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others (5) • Appropriate tidiness and sharing of space (5) • Appropriate use of tools (5) • Creativity and use of colour (5)		

Swimming and refined sequences

Time: 10 hours

CAPS

- Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities
- Safety measures relating to sequenced movement activities
- Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities
- Examples: Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, skipping, rolling, rotation, balance, locomotion, etc.
- Swimming: confidence exercise, breathing, kicking, gliding, arm and leg actions with various swimming styles, swimming races, etc.

	Core knowledge	Activities	Pages 202 - 209
Swimming strokes	Swim breaststroke and crawl or freestyle. Learn the basics of the backstroke and butterfly stroke.	Practise pushing off, gliding and stopping. Review different swimming strokes.	 202203
Water safety	Essential water safety tips and learn rescue techniques.	Talk about how to help someone in trouble in the water. Demonstrate and role-play important techniques when rescuing a drowning person.	 204205
	Core knowledge	Activities	Pages
Gymnastic sequences A	Movements that focus on posture with changes in shape, speed and direction.	Do rhythmic movements from one side of an area and back. Practise a gymnastic sequence. Play Rivers and Bridges game.	 206207
Gymnastic sequences B	Add gymnastic movements to your sequences. Perform these to music.	Do mobility stretches. Include burpees, squats and sideways lunges to your sequence. Do a stretching sequence.	 208209
Safety measures: Surface of the play area, use and condition of apparatus, warm-up and cool down, basic first aid, water safety, spacing of learners during activities, following instructions.			

Formal assessment task Term 4:
Physical Education Task (PET) total 30 marks: participation 20 marks, movement performance 10 marks.
Refer to the assessment tool in CAPS Section 4.

	Core knowledge	Activities	Pages 202 - 209
Suggested activities for formal assessment of movement performance (10 marks)	Gymnastic sequences A – pages 208-209		

It’s a wrap

	Activities	Pages 210 - 211
It’s a wrap	Review images and ideas from all four terms.	 210211



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