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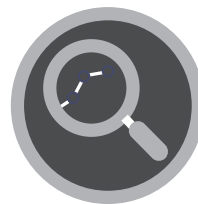
# PLANNING & TRACKING

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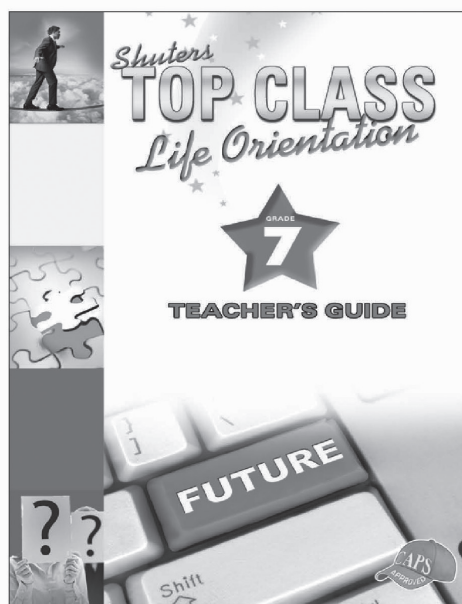
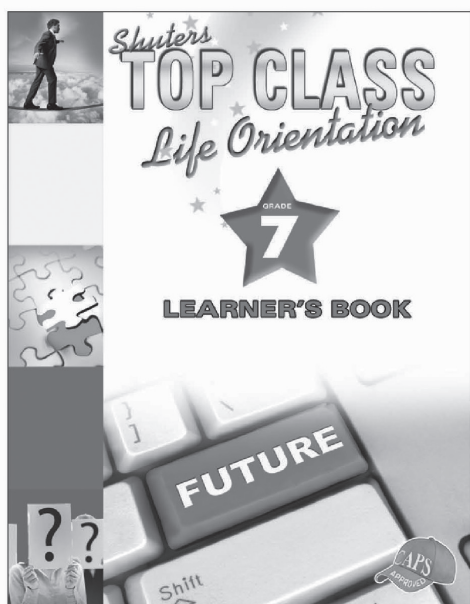
# TOP CLASS

## *Life Orientation*



Grade

# 7



## PHOTOCOPIABLE

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TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
1	1		<b>DEVELOPMENT OF THE SELF IN SOCIETY</b>	TG 1 LB 1-4		
		1	<ul style="list-style-type: none"> <li>Self-image</li> <li>Positive personal interests abilities and potential</li> <li>Identify own self image</li> <li>Collage on personal positive qualities</li> </ul>	TG 1 LB 1 TG 2 LB 1-4		
		2	<ul style="list-style-type: none"> <li>Strategies to improve self-image through positive actions</li> <li>Respect for others and respect for diversity</li> <li>Improving self-image through respect – r-e-s-p-e-c-t steps</li> <li>Enhancing others' self-image – writing positive comments about members of group</li> </ul>	TG 2 LB 4-8  TG 3 LB 5  TG 3 LB 8		
			<b>PHYSICAL EDUCATION</b>	TG 4 LB 11		
	2		<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Safety issues relating to fitness activities</li> <li>Walking – warm up, cool down, walk 3 km</li> </ul>	TG 4  TG 5 LB 11 TG 5 LB 11		
			<ul style="list-style-type: none"> <li>Brisk walking – warm up, cool down, increase pace of walking</li> </ul>	TG 5 LB 12		
2	3		<b>DEVELOPMENT OF THE SELF IN SOCIETY</b>	TG 6 LB 12-14		
		3	<ul style="list-style-type: none"> <li>Changes in boys and girls: puberty and gender constructs</li> <li>Physical and emotional</li> <li>Frequently asked questions about puberty</li> <li>Answering questions on physical changes in boys and girls</li> <li>Anonymous questions from learners about physical and emotional changes. Discussion of questions</li> </ul>	TG 8  TG 8-10 LB 14		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		4	<ul style="list-style-type: none"> <li>Understanding gender constructs</li> <li>Group discussion of traditional views of men's and women's behaviour. Completing spray diagram.</li> </ul>	TG 11 LB 15-16 TG 11 LB 15		
		5	<ul style="list-style-type: none"> <li>Understand the changes and how they impact on relationships</li> <li>Group discussion on changing relationships. Individual answering of questions on own self-image. Discussion on how to accept and respect changes in others</li> </ul>	TG 11 LB 16-18 TG 12 LB 18		
	4		PHYSICAL EDUCATION	TG 12 LB 16-18		
3			<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Participation and movement performance in a fitness programme</li> <li>Jogging – warm up, cool down, jogging up to 5 km</li> </ul>	TG 12 LB 16-18 TG 12 LB 18		
4			<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Participation and movement performance in a fitness programme</li> <li>Running – warm up, cool down, increase pace over same route.</li> </ul>	TG 13 LB 19 TG 13 LB 19 TG 13 LB 19		
5			<b>Formal assessment – observation of movement performance 1</b> <ul style="list-style-type: none"> <li>Circuit training</li> <li>Learners assist with setting up circuit of 8 stations</li> <li>Exercise 1 minute, rest 1 minute</li> <li>Work in groups</li> </ul>	TG 13 LB 19 TG 14 LB 19-20		
			DEVELOPMENT OF THE SELF IN SOCIETY	TG 14 LB 22-24		
	5	6	<ul style="list-style-type: none"> <li>Peer pressure: effects of peer pressure</li> <li>Effects of peer pressure on individual</li> <li>Group discussion on negative behaviour</li> </ul>	TG 15 LB 22-24 TG 15 LB 23		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		7	<ul style="list-style-type: none"> <li>• Appropriate responses to peer pressure – assertiveness</li> <li>• Prevention coping skills</li> <li>• Group role play of one of scenarios illustrated in cartoons</li> <li>• Group discussion of situations in comic strips and suggestions on how to cope</li> </ul>	TG 16 LB 24-26		
		8	<ul style="list-style-type: none"> <li>• Negotiation skills</li> <li>• Where to find help</li> <li>• Group completion of negotiation in comic strip</li> <li>• Role play of another situation involving negotiation</li> <li>• Group role play of situation where teenager needs help as result of peer pressure</li> </ul>	TG 16-17 LB 26-28		
	6		PHYSICAL EDUCATION	TG 18 LB 28		
6			<ul style="list-style-type: none"> <li>• Participation in a fitness programme</li> <li>• Circuit training – warm up, cool down. Complete circuit from Week 5.</li> <li>• Complete Improvement Chart</li> </ul>	LB 28		
7			<ul style="list-style-type: none"> <li>• Participation in a fitness programme</li> <li>• Circuit training – warm up, cool down. Complete circuit from Week 6.</li> <li>• Complete Improvement Chart</li> </ul>	LB 28		
8			<b>Formal assessment – observation of movement performance 2</b> <ul style="list-style-type: none"> <li>• Circuit training – warm up, cool down. Complete circuit from Week 7.</li> <li>• Complete Improvement Chart.</li> <li>• Answer questions.</li> </ul>	LB 28		
	7		WORLD OF WORK	TG 19 LB 29-31		
			<ul style="list-style-type: none"> <li>• Importance of reading and studying: reading for enjoyment and reading with understanding</li> <li>• Skills to develop memory: ability to recall</li> </ul>			
		9	<ul style="list-style-type: none"> <li>• Reading and study skills</li> <li>• Reading for enjoyment</li> </ul>	TG 19 LB 29-31 TG 19 LB 29		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		9	<ul style="list-style-type: none"> <li>Reading with understanding</li> <li>Reading for enjoyment-group discussion on different text formats, subjects, favourite books. Interpretation of picture in Learner's Book.</li> <li>Individual prediction about given text. Use of techniques to understand difficult words.</li> </ul>	TG 20 LB 31		
		10	<ul style="list-style-type: none"> <li>Skills to develop memory</li> <li>Ways to improve memory</li> <li>Pair activity – memorising section of work using two of given study skills</li> <li>Puzzle activities and memory games</li> </ul>	TG 20 LB 31-34  TG 21 LB 33		
9	8		PHYSICAL EDUCATION	TG 26 LB 38		
			<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Participation and movement performance in a fitness programme</li> <li>Obstacle course – learners help to set up course</li> <li>Learners work in teams to complete course</li> </ul>			
10			<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Participation and movement performance in a fitness programme</li> <li>Obstacle course – learners help to set up course</li> <li>Learners work in teams to complete course and try to improve times</li> </ul>	TG 27 LB 39		
<b>Formal assessment Term 1 TG 28</b> <b>Written task (case study) (70 marks)</b> <b>Physical Education task (weeks 5 and 8) (30 marks)</b>						

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
			<b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES</b>	TG 29 LB 42-45		
			<ul style="list-style-type: none"> <li>Human rights as stipulated in the South African Constitution</li> <li>Fair play in a variety of athletic and sport activities</li> </ul>			
	9	1	<ul style="list-style-type: none"> <li>Human rights, Bill of Rights</li> <li>Application of human rights</li> <li>Responsibilities associated with rights</li> <li>Poster to illustrate one of the rights</li> <li>Discussion on posters</li> <li>Pair/class discussion on scenarios involving rights</li> <li>Group discussion on article about housing</li> </ul>	TG 29 LB 42-45 TG 32 LB 44 TG 32 LB 44		
		2	<ul style="list-style-type: none"> <li>Fair play in sports activities</li> <li>Role of values and trust in fair play</li> <li>Practical class activity involving violation of rules of game and consequences thereof</li> <li>Group discussion of situations involving values and trust in fair play</li> <li><b>Extension activity</b> Draw up Bill of Rights for the school</li> </ul>	TG 33 LB 46 TG 34 LB 47 TG 34 LB 49		
	10		<b>PHYSICAL EDUCATION</b>	TG 35 LB 50-51		
			<ul style="list-style-type: none"> <li>Plays community or indigenous games that include the concept of invasion</li> <li>Safety issues relating to participation in invasion games</li> </ul>			
1			<ul style="list-style-type: none"> <li>Concept of invasion games</li> <li>Safety issues</li> <li>Warm up, cool down exercises</li> <li>Group exercise with balls – preparation for Mat-ball</li> </ul>	TG 36 LB 50		
2			<ul style="list-style-type: none"> <li>Community and indigenous invasion games</li> <li><b>Formal assessment – observation of movement performance 1</b></li> <li>Rules of Mat-ball</li> <li>Play Mat-ball</li> </ul>	TG 37 LB 51		

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	11		<b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES</b>	TG 37 LB 52-54		
			<ul style="list-style-type: none"> <li>Dealing with abuse in different contexts</li> </ul>			
		3	<ul style="list-style-type: none"> <li>Children's rights</li> <li>Dealing with abuse between adults and children</li> <li>Protecting self from threatening and risky situations</li> <li>Group discussion of which situations constitute abuse.</li> <li>Identify risky situations – group draws up list of possible risky situations</li> </ul>	TG 37 LB 52-54  TG 38 LB 53 TG 38 LB 54		
		4	<ul style="list-style-type: none"> <li>The effects of abuse</li> <li>Importance of communication</li> <li>Role play – talking about abuse</li> </ul>	TG 40 LB 55-56  TG 40 LB 56		
		5	<ul style="list-style-type: none"> <li>Abuse between children – bullying</li> <li>Cyber bullying</li> <li>Where to get help</li> <li>Group discussion on bullying</li> </ul>	TG 41 LB 56-58 TG 42 LB 58  TG 41 LB 56		
	12		<b>PHYSICAL EDUCATION</b>	TG 43 LB 59		
			<ul style="list-style-type: none"> <li>Plays community or indigenous games that include the concept of invasion</li> <li>Participation and movement performance in community or indigenous games that include the concept of invasion</li> </ul>			
3			<ul style="list-style-type: none"> <li>Indigenous ball game skills</li> <li>Rules of Dibeke/Skelulu</li> <li>Layout of field</li> <li>Ball passing and dodging skills</li> </ul>	TG 43 LB 59		
4			<ul style="list-style-type: none"> <li>Indigenous ball game skills</li> <li>Practise skills for Dibeke</li> <li>Play Dibeke</li> </ul>	TG 43 LB 59		
5			<ul style="list-style-type: none"> <li>Community ball game skills</li> <li>Practise various skills required for soccer – dribbling, goal keeping, goal kicking</li> <li>Play 3 a side soccer</li> </ul>	TG 44 LB 61		

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	<b>13</b>		<b>WORLD OF WORK</b>	TG 44 LB 61-68		
			<ul style="list-style-type: none"> <li>Career fields</li> </ul>			
		<b>6</b>	<ul style="list-style-type: none"> <li>6 main career fields</li> <li>Group research on one of career fields. Creation of poster.</li> </ul>	TG 45 LB 61-68 TG 45 LB 62		
		<b>7</b>	<ul style="list-style-type: none"> <li>Continuation of research and production of poster</li> <li>Preparation for presentation of poster</li> </ul>	TG 46 LB 69-70		
		<b>8</b>	<ul style="list-style-type: none"> <li>Presentation of posters and information on career fields</li> </ul>	TG 46 LB 71-72		
	<b>14</b>		<b>PHYSICAL EDUCATION</b>			
			<ul style="list-style-type: none"> <li>Plays community or indigenous games that include the concept of invasion</li> <li>Participation and movement performance in community or indigenous games that include the concept of invasion</li> </ul>			
<b>6</b>			<ul style="list-style-type: none"> <li>Community ball game skills</li> <li>Practise heading the ball and stopping the ball with different parts of body</li> <li>Goal keeping skills</li> <li>Kicking, heading, stopping ball</li> </ul>	TG 58 LB 73  TG 58 LB 74 TG 59 LB 74		
<b>7</b>			<ul style="list-style-type: none"> <li>Community ball game skills</li> <li>Layout of soccer field</li> <li>Rules of soccer</li> <li>Play soccer</li> </ul>	TG 59 LB 74		
<b>8</b>			<ul style="list-style-type: none"> <li><b>Formal assessment – observation of movement performance 2</b></li> <li>Dibeke tournament</li> </ul>	TG 59 LB 76		



TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	15		<b>HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b>	TG 62 LB 77-78		
			<ul style="list-style-type: none"> <li>Substance abuse</li> </ul>			
		1	<ul style="list-style-type: none"> <li>Gateway drugs</li> <li>Types of substance abuse and their related symptoms</li> <li>Discussion on why people use tobacco and alcohol</li> </ul>	TG 62 LB 77-78 TG 62 LB 77		
		2	<ul style="list-style-type: none"> <li>Further information on drugs</li> <li>Types/forms of substance abuse and their symptoms</li> <li>Make up a quiz about substance abuse, with model answer</li> </ul>	TG 63 LB 77-80  TG 63 LB 80		
		3	<ul style="list-style-type: none"> <li>Intrapersonal and interpersonal factors influencing drug abuse</li> <li>List why people use drugs and why people should not use drugs. Decide which factors have most influence</li> <li>Decide on best way to help a friend</li> </ul>	TG 64 LB 81-82  TG 64 LB 82		
		4	<ul style="list-style-type: none"> <li>Protective factors that reduce likelihood of substance abuse</li> <li>Preventive measures</li> <li>How to help</li> </ul> <b>Extension activity</b> <ul style="list-style-type: none"> <li>Role play in pairs – speak to a friend who is suspected of substance abuse</li> </ul>	TG 64 LB 82-84  TG 65		
	16		<b>PHYSICAL EDUCATION</b>	TG 65 LB 86		
			<ul style="list-style-type: none"> <li>Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> </ul>			
<b>Formal assessment Term 2 TG 61</b> <b>Mid-year examination - covering work of terms 1 and 2</b> <b>Physical Education task - Weeks 2 and 8</b>						
			<ul style="list-style-type: none"> <li>Safety issues relating to movement activities</li> </ul>			
1			<ul style="list-style-type: none"> <li>Rotation exercises</li> <li>Warm up, cool down</li> <li>Safety measures</li> <li>Perform various exercises illustrated in Learner's Book</li> </ul> <b>Extension exercise</b> <ul style="list-style-type: none"> <li>Work in pairs to perform 3 or more movements</li> </ul>	TG 66 LB 86  TG 67		

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
2			<ul style="list-style-type: none"> <li>Balance</li> <li>Safety issues</li> <li>Perform balance movements as illustrated in Learner's Book</li> </ul> <b>Additional activity</b> <ul style="list-style-type: none"> <li>Combine rotation and balance exercises in a sequence</li> </ul>	TG 67 LB 88  TG 67		
3			<ul style="list-style-type: none"> <li>Elevation</li> <li>Safety issues</li> <li>Practise the jumps illustrated in the Learner's Book</li> <li>Combine two of the movements</li> </ul>	TG 67 LB 89		
4			<ul style="list-style-type: none"> <li>Sequences</li> <li>Combine a jump with balance and rotation movements</li> </ul>	TG 68 LB 90		
	17		<b>HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b>	TG 68 LB 90		
			<ul style="list-style-type: none"> <li>Concept: environmental health</li> </ul>			
		5	<ul style="list-style-type: none"> <li>Local environmental health problems</li> <li>Need for clean water</li> <li>Group discussion on connection between environment and health</li> <li>Write a paragraph or draw a diagram on environmental health</li> </ul>	TG 68 LB 91-93  TG 69 LB 91  TG 70 LB 93		
		6	<ul style="list-style-type: none"> <li>Climate change and environmental health</li> <li>Local environmental health problems</li> <li>Community and individual strategies and projects</li> <li>Discuss article on bucket toilet system with partner</li> <li>Write a report suggesting solutions</li> <li>Present report</li> </ul>	TG 70 LB 93-97  TG 71 LB 97 TG 71 LB 100		
		7	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Formulating environmentally sound choices</li> <li>Work out how much impact you have with choice of food; survey of foodstuffs in supermarket</li> </ul>	TG 72 LB 100-104  TG 73 LB 104		

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		7	<ul style="list-style-type: none"> <li>Class discussion on environmentally sound choices</li> </ul>	TG 74 LB 104		
	18		PHYSICAL EDUCATION	TG 74 LB 105		
			<ul style="list-style-type: none"> <li>Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> <li>Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> </ul>			
5			<ul style="list-style-type: none"> <li>Sequences</li> <li>Combine a jump with a rotation and balance movement, accompanied by music</li> </ul>	TG 75 LB 105		
6			<ul style="list-style-type: none"> <li>Sequence</li> <li><b>Formal assessment – observation of movement performance 1</b></li> <li>In pairs work out a sequence to music combining balance, rotation and elevation movements</li> </ul>	TG 75 LB 106		
7			<ul style="list-style-type: none"> <li>Rhythmic movements</li> <li>Moving in time to a beat</li> <li>Teach 2 of the movements described on pages 89-93 of the Learner's Book</li> <li>In pairs or groups combine movements into a rhythmic pattern</li> </ul>	TG 75 LB 106		
	19		WORLD OF WORK	TG 75 LB 107-110		
			<ul style="list-style-type: none"> <li>Simulation of career related activities</li> <li>Value and importance of work in fulfilling personal needs and potential</li> </ul>			
		8	<ul style="list-style-type: none"> <li>Value and importance of work in fulfilling personal needs</li> <li>Importance of work in fulfilling potential</li> <li>Revisit and edit collage from Activity1.2</li> <li>Rank needs and identify top 8 needs</li> <li>Make list of personal needs that work should fulfil</li> <li>Write a description of own potential</li> </ul>	TG 76 LB 107-110  TG 76 LB 107  TG 77 LB 109		

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		8	<ul style="list-style-type: none"> <li>Write description of personal characteristics</li> </ul>	TG 77 LB 110		
		9	<ul style="list-style-type: none"> <li>Matching your qualities to a career</li> <li>Workplace, employers, environment and activities</li> <li>Group discussion of personal qualities</li> <li>Identification of career field and specific career</li> <li>Research details of chosen career</li> <li>Write down findings and motivate choice of career</li> </ul>	TG 77 LB 109-111  TG 78 LB 111 TG 78 LB 114		
		10	<ul style="list-style-type: none"> <li>Dress code, tools and equipment for career</li> <li>In groups identify personality characteristics, dress codes, tools and equipment for chosen careers</li> <li>Find out required school subjects for chosen careers and courses of study available</li> </ul>	TG 79 LB 114-116 TG 79 LB 116  TG 80 LB 117		
	20		PHYSICAL EDUCATION	TG 80 LB 118		
			<ul style="list-style-type: none"> <li>Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> <li>Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> </ul>			
8			<ul style="list-style-type: none"> <li>Teach 2 more of the rhythmic movements</li> <li>Combine movements into a rhythmic pattern</li> </ul>	TG 81 LB 118		
9			<ul style="list-style-type: none"> <li>Teach 2 more of the rhythmic movements</li> <li><b>Formal assessment – observation of movement performance 2</b></li> <li>Combine movements into a rhythmic pattern</li> </ul>	TG 81 LB 119		
10			<ul style="list-style-type: none"> <li>Teach last 2 movements</li> <li>Combine all the movements into a rhythmic pattern to music</li> </ul>	TG 81 LB 120		
Formal assessment Term 3 TG 49, 71, 81 / LB 71, 106, 119 Project Physical Education Task – Weeks 6 and 9						
						(70 marks) (30 marks)

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	<b>21</b>		<b>DEVELOPMENT OF THE SELF IN SOCIETY</b>	TG 84 LB 121-127		
			<ul style="list-style-type: none"> <li>Concepts: personal diet and nutrition</li> </ul>			
		<b>1</b>	<ul style="list-style-type: none"> <li>Factors that influence your choice of personal diet</li> <li>Social and cultural factors</li> <li>Evaluate own diet</li> <li>Group discussion of questions on page 129 of the Learner's Book</li> <li>Individual notes on social and cultural factors</li> <li>Poster</li> </ul>	TG 84 LB 121-127  TG 85 LB 125 TG 85 LB 129		
		<b>2</b>	<ul style="list-style-type: none"> <li>Ways to improve personal diet</li> <li>Food pyramid</li> <li>Plan for healthy eating habits</li> <li>Copy and complete table</li> <li>Complete diagram of plate with correct food groups</li> <li>Identify nutrients from balanced meal</li> <li>Read label of can</li> <li>Poster using labels</li> </ul>	TG 85 LB 127-132  TG 86 LB 130  TG 88 LB 131		
	<b>22</b>		<b>PHYSICAL EDUCATION</b>	TG 88 LB 133		
			<ul style="list-style-type: none"> <li>Participation in an outdoor recreational programme</li> <li>Safety issues relating to outdoor recreational activities</li> </ul>			
<b>1</b>			<ul style="list-style-type: none"> <li>A fun walk in nature</li> <li>Safety issues</li> <li>Warm up, cool down</li> <li>5 – 10km walk on suitable route</li> </ul>	TG 89 LB 133		
<b>2</b>			<ul style="list-style-type: none"> <li>Fun run</li> <li>Safety issues</li> <li>Warm up, cool down</li> <li>Fun run on safe route</li> </ul>	TG 90 LB 133		
	<b>23</b>		<b>HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b>	TG 90 LB 134-139		
			<ul style="list-style-type: none"> <li>Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV, AIDS</li> </ul>			
		<b>3</b>	<ul style="list-style-type: none"> <li>Infectious/contagious diseases</li> <li>Chronic diseases - diabetes</li> <li>Make up fact sheet on TB, HIV or AIDS</li> </ul>	TG 91 LB 134-139 TG 91 LB 137		

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		3	<ul style="list-style-type: none"> <li>Omit words and swop sheets for other learners to complete</li> <li>Answer questions on diabetes. Draw up 3-day diet sheet for diabetic</li> </ul>	TG 92 LB 139		
		4	<ul style="list-style-type: none"> <li>Chronic diseases – epilepsy</li> <li>Eating disorders, BMI</li> <li>Calculate BMI</li> <li>Discuss different types of eating disorders</li> </ul>	TG 92 LB 139-143		
		5	<ul style="list-style-type: none"> <li>Causes of diseases: social, economic, environmental</li> <li>Complete table on diseases and their causes</li> </ul>	TG 93 LB 143-146 TG 94 LB 146		
	<b>24</b>		<b>PHYSICAL EDUCATION</b>	TG 95 LB 147		
			<ul style="list-style-type: none"> <li>Participation in an outdoor recreational programme</li> <li>Participation and movement performance in an outdoor recreational programme</li> </ul>			
3			<ul style="list-style-type: none"> <li>Hiking</li> <li>Safety issues and necessary equipment</li> <li>Half day hike</li> </ul>	TG 95 LB 147		
4			<ul style="list-style-type: none"> <li>Obstacle course</li> <li>Safety issues</li> <li><b>Formal assessment – observation of movement performance 1</b></li> <li>Set up obstacle course with 6 stations</li> <li>Complete obstacle course in groups</li> </ul>	TG 95 LB 147-148		
5			<ul style="list-style-type: none"> <li>Orienteering</li> <li>Following a ground plan</li> <li>Study ground plan of school and answer questions</li> <li>Draw a ground plan – sketch map</li> </ul>	TG 97 LB 149-150		
	<b>25</b>		<b>CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES</b>	TG 98 LB 150-157		
			<ul style="list-style-type: none"> <li>Role of oral traditions and scriptures in major religions in South Africa</li> </ul>			
		6	<ul style="list-style-type: none"> <li>Oral traditions</li> <li>Stories handed down in different religions</li> <li>Beliefs of different religions</li> <li>Group research of different religions</li> </ul>	TG 98 LB 150-157  TG 98 LB 157		

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		7	<ul style="list-style-type: none"> <li>• Oral traditions in different religions</li> <li>• Different creation stories</li> <li>• Create own creation story</li> <li>• Retell to partner and check accuracy of memory</li> </ul>	TG 99 LB 151-156		
	26		PHYSICAL EDUCATION	TG 107 LB 157		
			<ul style="list-style-type: none"> <li>• Participation in an outdoor recreational programme</li> <li>• Participation and movement performance in an outdoor recreational programme</li> </ul>			
6			<ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Finding a target</li> <li>• <b>Formal assessment – observation of movement performance 2</b></li> <li>• Complete maps and fill in details</li> <li>• Mark points on map</li> <li>• Swop maps, find points, answer questions</li> </ul>	TG 107 LB 157		
7			<ul style="list-style-type: none"> <li>• Orienteering – following directions</li> <li>• How to read a compass</li> <li>• Copy compass rose</li> <li>• Choose place on map of school, answer questions</li> <li>• Swop maps, answer questions</li> </ul>	TG 107 LB 158		
<p style="text-align: center;"><b>Formal assessment Term 4 TG 100, 95, 107</b></p> <p><b>End-of-year examination – covering work of Terms 1 – 4</b> <span style="float: right;"><b>(70 marks)</b></span></p> <p><b>Physical Education Task – Weeks 4 and 6</b> <span style="float: right;"><b>(30 marks)</b></span></p>						



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