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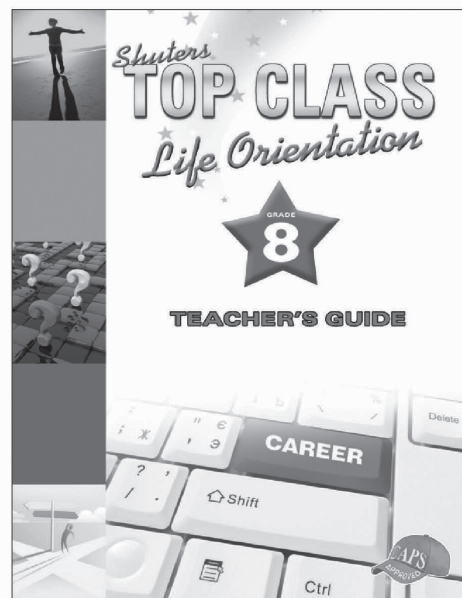
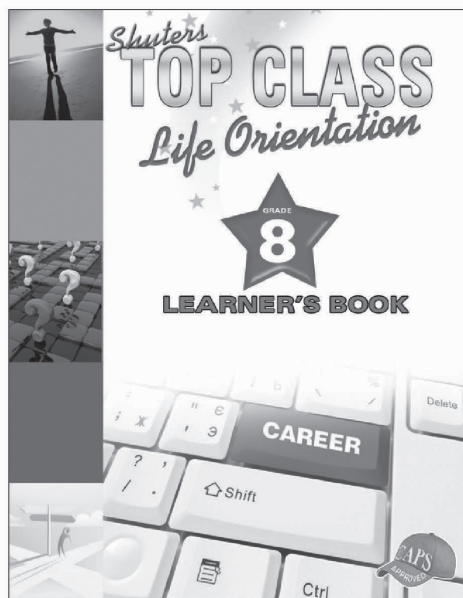
TOP CLASS

Life Orientation



Grade

8



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TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
			DEVELOPMENT OF THE SELF IN SOCIETY	TG 1 LB 1-3		
	1		<ul style="list-style-type: none"> • Concept: self-concept formation and self-motivation • Factors that influence self-concept formation and self-motivation • Positive self-talk • Strategies and skills to extend personal potential 			
		1	<ul style="list-style-type: none"> • Self-concept formation • Self-motivation • Group discussion of self-concept of illustrated teenager and factors influencing self-concept • Group discussion on external and internal motivation 	TG 1 LB 1-3 TG 1 LB 2 TG 2 LB 3		
		2	<ul style="list-style-type: none"> • Five factors that influence self-concept formation and self-motivation • Complete table on factors that influence self-concept formation and self-motivation • Discussion on influence of friends, peers and media, looking at pictures and magazines 	TG 2 LB 3-8 TG 3 LB 6 TG 4 LB 8		
		3	<ul style="list-style-type: none"> • Positive self-talk • Design messages for positive self-talk. • Answer questions about self and potential. 	TG 4 LB 8-12 TG 5 LB 11 TG 5 LB 12		
	2		PHYSICAL EDUCATION	TG 6 LB 12		
			<ul style="list-style-type: none"> • Participation in physical activities that promote components of fitness • Safety issues relating to fitness activities 			
1			<ul style="list-style-type: none"> • Participation in a fitness programme • Safety issues relating to fitness activities 	TG 7 LB 15-16		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
1			<ul style="list-style-type: none"> Walking or running – select distance and set goals for next week. Maximum distance 5 km. Warm-up, cool-down 			
2			<ul style="list-style-type: none"> Participation in a fitness programme Walking or running. Increase distance and improve time. Warm-up, cool-down 	TG 8 LB 16		
3			<ul style="list-style-type: none"> Participation in a fitness programme Walking or running. Try to reach goals set in Week 1. Record times and distance and assess improvement in fitness Warm-up, cool-down. 	TG 8 LB 16		
	3		DEVELOPMENT OF THE SELF IN SOCIETY	TG 9 LB 16-20		
			<ul style="list-style-type: none"> Concept: sexuality Understanding one's sexuality Influence of friends and peers Family and community norms that impact on sexuality Cultural values Social pressures including media Problem-solving skills 			
		4	<ul style="list-style-type: none"> Understanding one's sexuality Factors that impact on one's sexuality Learners discuss in pairs an advice column on sexual orientation Letter to MP regarding issue of licenses for sex. Expressing personal feelings 	TG 9 LB 16-20		
		5	<ul style="list-style-type: none"> Influence of friends and peers Family norms and cultural values that impact on sexuality Complete table of suitable responses to pressure from friends and peers Group discussion on family norms and cultural values Individual reflection on own attitudes towards sexuality 	TG 10 LB 20-22 TG 11 LB 22		
		6	<ul style="list-style-type: none"> Influence of media on sexuality Problem-solving skills 	TG 11 LB 23-25		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		6	<ul style="list-style-type: none"> Group discussion on influence of media and image of beauty and sex given by media Groups use IDEAL method of problem solving to discuss solution to case study Individuals use IDEAL method to find solution for imaginary situation 	TG 12 LB 25		
	4		PHYSICAL EDUCATION	TG 12 LB 25-28		
			<ul style="list-style-type: none"> Participation in physical activities that promote components of fitness Participation and movement performance in physical activities that promote components of fitness 			
4			<ul style="list-style-type: none"> Participation in physical activities – circuit training Participation and movement performance in physical activities Circuit training – 6 stations. Learners take pulse rate before and after circuit. Set targets for next two weeks. Warm-up, cool- down 	TG 13 LB 25-27		
5			<ul style="list-style-type: none"> Formal assessment – observation of movement performance 1 Participation in physical activities Participation and movement performance in physical activities Circuit training – same circuit. Learners record pulse rate and times. Try to achieve targets. Warm-up, cool- down 	TG 13 LB 27-28		
6			<ul style="list-style-type: none"> Participation in physical activities Participation and movement performance in physical activities <p>Activities</p> <ul style="list-style-type: none"> Circuit training – same circuit. Learners record pulse rate and times. See if targets achieved and fitness improved Warm-up, cool- down 	TG 14 LB 28		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	5		DEVELOPMENT OF THE SELF IN SOCIETY	TG 14 LB 28-36		
			<ul style="list-style-type: none"> Relationships and friendships Appropriate ways to initiate a relationship Appropriate ways to sustain a relationship Problem-solving skills Communication skills 			
		7	<ul style="list-style-type: none"> Relationships and friendships Characteristics of healthy relationships Pair identification of relationships. Individual drawing of mind maps of all relationships Group discussion about characteristics of healthy relationships and friendships Individual mind maps about characteristics of three relationships from previous activity 	TG 15 LB 28-31 TG 15 LB 30 TG 15 LB 31		
		8	<ul style="list-style-type: none"> Appropriate ways to initiate a relationship Appropriate ways to sustain a relationship Pair role play on initiating a relationship Group discussion on questions about sustaining a relationship. Discussion of a teen advice column Individual reflection on how to make a person feel special. 	TG 15 LB 31-34 TG 16 LB 32 TG 16 LB 34		
		9	<ul style="list-style-type: none"> Problem solving skills in relation to appropriate behaviour in a relationship Communication skills in a disagreement Appropriate ways to end a relationship Groups use IDEAL problem-solving skills to find a solution to a scenario Pairs role play the solution Groups role play a disagreement between friends Individual reflection on ending a relationship 	TG 16 LB 34-37 TG 17 LB 37 TG 17 LB 35-36		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	6		PHYSICAL EDUCATION	TG 18 LB 37-40		
			<ul style="list-style-type: none"> Participation in physical activities that promote components of fitness 			
7			<ul style="list-style-type: none"> Participation in physical activities Obstacle course – Learners help to set up course Groups work to complete the course. They record the group time Warm-up, cool- down Obstacle course – Learners help to set up course Groups work to complete the course. They record the group time Warm-up, cool- down 	TG 18 LB 37-39		
8			<ul style="list-style-type: none"> Formal assessment – observation of movement performance 2 Participation and movement performance in a fitness programme Obstacle course – Learners help to set up course. Order of obstacles can be changed Groups work to complete the course. They record the group time and try to improve it Warm-up, cool- down 	TG 19 LB 39-40		
9			<ul style="list-style-type: none"> Participation in physical activities Obstacle course – Learners help to set up course Groups work to complete the course and improve group time. They record the group time. Group with fastest time is the winner Warm-up, cool- down 	TG 19 LB 40		
	7		WORLD OF WORK	TG 20 LB 41-48		
			<ul style="list-style-type: none"> Different learning styles 			
		10	<ul style="list-style-type: none"> Different learning styles Pairs write definitions of four different learning styles Definition of visual learning style. Diagram of strengths and weaknesses Definition, strengths and weaknesses of aural, kinaesthetic and logical learning styles 	TG 20 LB 41-45 TG 20 LB 42 TG 22 LB 44 TG 22 LB 45		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	8		PHYSICAL EDUCATION	TG 28 LB 48-49		
			<ul style="list-style-type: none"> Participation in a fitness programme Participation and movement performance in a fitness programme 			
10			<ul style="list-style-type: none"> Participation in target games Safety issues relating to target games Identify own learning style: visual, aural, kinaesthetic, logical Apply own learning style Obstacle course – learners help to set up the course. Learners work in teams to complete course Warm-up, cool- down 	TG 28 LB 48-49		
<p align="center">Formal assessment Term 1 TG 24, 13, 26 / LB 46, 27, 48</p> <p align="center">Written task: replies to 3 letters that outline problems in relationships</p> <p align="center">Physical Education task (Weeks 5 and 10)</p>						

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	9		WORLD OF WORK	TG 31 LB 50-55		
			<ul style="list-style-type: none"> Identify and apply own learning style 			
		1	<ul style="list-style-type: none"> Identify own learning style: visual, aural, kinaesthetic, logical Apply own learning style Learners complete a table about learning styles and identify own learning style Pairs discuss tips for different learning styles. Learners answer question about applying own learning style to school work 	TG 31 LB 50-54 TG 31 LB 50-52 TG 31 LB 54		
	10		PHYSICAL EDUCATION	TG 32 LB 56-57		
			<ul style="list-style-type: none"> Participation in target games Safety issues relating to target games 			
1			<ul style="list-style-type: none"> Concept of target games Safety issues Warm up, cool down exercises Learners play one of three target games for 10 minutes. Groups play playground golf for 30 minutes. Warm-up, cool- down. 	TG 32 LB 56 TG 33 LB 56-57 TG 34 LB 57		
	11		WORLD OF WORK	TG 34 LB 58-68		
			<ul style="list-style-type: none"> Six career categories The role of work in relation to South Africa's social and economic needs 			
		2	<ul style="list-style-type: none"> Six career categories Five aspects relating to a career In groups learners research one of the career categories. Poster giving information on the career category that was investigated. 	TG 34 LB 58-63 TG 35 LB 59		
		3	<ul style="list-style-type: none"> Six career categories Five aspects relating to a career Presentation by each group on information contained in poster. 	TG 35 LB 59		
		4	<ul style="list-style-type: none"> Identify needs relating to work in community and country. Groups study map and complete table. 	TG 36 LB 63-66		

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		4	<ul style="list-style-type: none"> Class discussion on needs of community. 	TG 36 LB 64		
		5	<ul style="list-style-type: none"> How work can meet social and economic needs Pairs answer questions on role of work in South Africa and write down answers. 	TG 37 LB 66-68 TG 37 LB 67		
	12		PHYSICAL EDUCATION	TG 38 LB 69-76		
			<ul style="list-style-type: none"> Participation in target games Participation and movement performance in target games 			
2			<ul style="list-style-type: none"> Target practice Mini hockey Learners practise hockey skills in pairs Teams of seven play mini hockey Warm-up, cool- down 	TG 38 LB 69-72 TG 39 LB 71		
3			<ul style="list-style-type: none"> Target games Design a target game Groups play one of three target games for 10 minutes Groups design a target game. Warm-up, cool- down 	TG 40 LB 73-74 TG 40 LB 73 TG 40 LB 74		
4			<ul style="list-style-type: none"> Formal assessment – observation of movement performance 1 Target games Design a target game Learners play one of three target games for 10 minutes Groups design a target game Warm-up, cool- down 	TG 40 LB 74-75 TG 41 LB 75 TG 41 LB 75-76		
5			<ul style="list-style-type: none"> Target games Target darts Learners play one of three target games for 10 minutes Groups play target darts Warm-up, cool- down 	TG 41 LB 75-76 TG 42 LB 76		
	13		HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	TG 42 LB 77-88		
			<ul style="list-style-type: none"> Social factors that contribute to substance abuse including community and media 			
		6	<ul style="list-style-type: none"> Social factors that contribute to substance abuse: media Class debate on media influence on substance abuse 	TG 43 LB 77-80 TG 43 LB 78		

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		7	<ul style="list-style-type: none"> Appropriate behaviour to stop and avoid substance abuse – decision making Developing refusal skills Link to crime, violence and educational outcomes Extension activity: groups role play refusal skills 	TG 44 LB 80-88		
		8	<ul style="list-style-type: none"> Rehabilitation options Project for Term 3: Nation building: research one of public holidays and plan a celebration 	TG 45 LB 83-85 TG 47-48		
	14		PHYSICAL EDUCATION	TG 58 LB 88-92		
			<ul style="list-style-type: none"> Participation in target games Participation and movement performance in target games 			
6			<ul style="list-style-type: none"> Formal assessment – observation of movement performance 2 Target games Learners play one of four target games for 10 minutes Groups design and teach a target game, using the supplied apparatus Warm-up, cool- down 	TG 58 LB 88 TG 58 LB 88 TG 58 LB 89		
7			<ul style="list-style-type: none"> Target games: Dodge Target games: Six-a-side soccer Groups of 3 play Dodge for 10 minutes Teams play six-a-side soccer Warm-up, cool- down 	TG 59 LB 89 TG 59 LB 89 TG 59 LB 90		
8			<ul style="list-style-type: none"> Target practice game Ball-in-basket Groups practise throwing ball into target hoop Groups play ball-in-basket Warm-up, cool- down 	TG 59 LB 91 TG 60 LB 91		
Formal assessment Term 2 TG 41, 51, 58 / LB 75, 91 Mid-year examination Physical Education task (Weeks 4 and 6)						

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	15		WORLD OF WORK	TG 62 LB 93-104		
			<ul style="list-style-type: none"> Relationship between performance in school subjects and interests and abilities Decision-making process 			
		1	<ul style="list-style-type: none"> School subjects and interests and abilities Four types of learning activities Pairs discuss diagram about interests and abilities. Learners draw own diagram linking interests and abilities with school subjects Discussion of different learning activities demanded by different subjects. Answering questions about personal preferences 	TG 62 LB 93-99 TG 62 LB 94 TG 63 LB 99		
		2	<ul style="list-style-type: none"> Types of learning activities in different subjects Pairs discuss artwork and solve a problem 	TG 63 LB 100-102 TG 64 LB 102		
		3	<ul style="list-style-type: none"> Decision-making process: steps in choosing a career Learners use 3 steps to try to choose a career category 	TG 64 LB 102-104 TG 65 LB 103-104		
	16		PHYSICAL EDUCATION	TG 65 LB 105-112		
			<ul style="list-style-type: none"> Participation in a programme that improves movement techniques Safety issues relating to movement activities 			
1			<ul style="list-style-type: none"> Rotation exercises Warm up, cool down Safety measures Rotation: forward roll, side roll, backward roll, cartwheels Warm-up, cool- down 	TG 67 LB 105-108 TG 68 LB 106-107		
2			<ul style="list-style-type: none"> Balance, elevation, rotation Safety issues Perform balance movements as illustrated in Learner's Book Rotation: cartwheels Warm-up, cool- down 	TG 69 LB 109 TG 69 LB 109 TG 69 LB 110		

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
3			<ul style="list-style-type: none"> • Formal assessment – observation of movement performance 1 • Sequences • Safety issues • Learners go round 4 stations and combine movements learnt in weeks 1 and 2 • Warm-up, cool- down 	TG 69 LB 110-112		
	17		HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	TG 70 LB 112-124		
			<ul style="list-style-type: none"> • Environmental health issues 			
		4	<ul style="list-style-type: none"> • Application of laws to protect environmental health • Pairs discuss actions that might endanger environmental health • Class discussion of problem of waste disposal 	TG 70 LB 112-114 TG 71 LB 114		
		5	<ul style="list-style-type: none"> • Earth Day • General and community involvement in honouring Earth Day • Groups plan activities for Earth Day • Make a poster advertising Earth Day celebration and activities 	TG 71 LB 118 TG 71 LB 118-120		
		6	<ul style="list-style-type: none"> • Develop and implement an environmental health project – recycling project • Class discussion on how to develop recycling project at school. 	TG 72 LB 121-124		
	18		PHYSICAL EDUCATION	TG 73 LB 125-128		
			<ul style="list-style-type: none"> • Participation in a programme that improves movement techniques • Participation and movement performance in a programme that improves movement techniques. 			
4			<ul style="list-style-type: none"> • Rhythmic movement skills development • Locomotor movements • Rebounding movements • Warm-up, cool- down 	TG 74 LB 125-126 TG 75 LB 125 TG 75 LB 126-127		
5			<ul style="list-style-type: none"> • Rhythmic movement skills development – swinging movements • Swinging movements holding a ball 	TG 75 LB 126-127 TG 76 LB 127		

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
5			<ul style="list-style-type: none"> Swinging movements bouncing a ball Warm-up, cool- down 			
6			<ul style="list-style-type: none"> Formal assessment – observation of movement performance 2 Rhythmic movement sequences Groups choose a rhythm and combine movements learned in Weeks 4 and 5. They must use at least 2 floor patterns Warm-up, cool- down 	TG 76 LB 127		
	19		HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	TG 77 LB 129-135		
			<ul style="list-style-type: none"> Informed, responsible decision-making about health and safety: HIV and AIDS 			
		7	<ul style="list-style-type: none"> Managing living with HIV and AIDS Diet, medication, a positive attitude Prevention and safety issues Class discussion on information about management of living with HIV and AIDS 	TG 77 LB 129-132		
		8	<ul style="list-style-type: none"> Caring for people living with HIV and AIDS Reduce the stigma Answering questions. Making up a rap song to be performed later at school 	TG 78 LB 132-135 TG 79 LB 134-135		
	20		PHYSICAL EDUCATION	TG 80 LB 136-139		
			<ul style="list-style-type: none"> Participation in a programme that improves movement techniques Participation and movement performance in a programme that improves movement techniques 			
7			<ul style="list-style-type: none"> A gymnastics programme that improves movement techniques Groups practise their rhythmic sequences from Week 6 Learners add additional, more difficult movements to their sequences Warm-up, cool- down 	TG 80 LB 136 TG 81 LB 136 TG 81 LB 137		

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
8			<ul style="list-style-type: none"> Development of skills: rotation, balance, elevation Learners practise rotation movements previously learned and learn the dive roll They try different ways of balancing with a partner They learn and practise the star jump, the stretch jump and the tuck jump, according to the illustrations in the Learner's Book Learners combine six of the movements learnt into a sequence, with a partner Warm-up, cool- down 	TG 81 LB 137 TG 81 LB 137 TG 82 LB 138 TG 82 LB 139 TG 82 LB 139		
	21		CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES	TG 83 LB 139-148		
			<ul style="list-style-type: none"> Nation building 			
		9	<ul style="list-style-type: none"> Nation building – definition Ways of promoting nation building – Heritage Day, National Braai Day Groups use dictionaries to look up words related to nation building, and write a definition of the concept Pairs prepare a presentation on either a natural or a cultural heritage site Extension activity Groups plan a celebration of Heritage Day at school and make posters advertising the day and its activities 	TG 83 LB 139-143 TG 84 LB 140 TG 85 LB 142 TG 85		
		10	<ul style="list-style-type: none"> Contributions of women and men towards nation building Individuals that have contributed to nation building Learners find out which South African products they use at home Research and write a report on a nation builder 	TG 85 LB 143-148 TG 86 LB 144 TG 87 LB 148		
	22		PHYSICAL EDUCATION	TG 88 LB 149-151		
9			<ul style="list-style-type: none"> Rhythmic movements Locomotor, rebounding and swinging movements Warm-up, cool- down. 	TG 88 LB 149-150 TG 89 LB 149		

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
10			<ul style="list-style-type: none"> Rhythmic movements - sequence Groups combine learned movements into a sequence, using different floor patterns. Warm-up, cool- down. 	TG 89 LB 151		
<p>Formal assessment Term 3 TG 47, 69. 76 / LB 86, 110, 127</p> <p>Project as given in Term 2</p> <p>Physical Education Task (Weeks 3 and 6)</p>						

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	23		CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES	TG 75 LB 151-184		
			<ul style="list-style-type: none"> • Concept: human rights violations • Concept: gender equity 			
		1	<ul style="list-style-type: none"> • What are human rights? • Human rights violations • Human rights violations around the world • Counter-strategies to violation of human rights • Pairs match list of rights with ways in which they can be violated • Groups answer questions about human rights violations in different countries. Individuals write a paragraph • Extension activity • Groups plan a campaign to use social networks to prevent violation of rights of the elderly 	TG 91 LB 151-161 TG 92 LB 153 TG 93 LB 157 TG 94 LB 163		
		2	<ul style="list-style-type: none"> • Gender equity • Gender equity issues in sport • Pairs discuss answers to questions about gender equity. • Groups discuss the meaning and implication of the Brighton Declaration. They brainstorm ideas to improve gender equity in sports at their school 	TG 94 LB 163-168 TG 94 LB 164 TG 95 LB 168		
		3	<ul style="list-style-type: none"> • Gender-based violence • Impact of rape and gender-based violence • Pairs decide if stereotyped statements are true or false • Answering questions on an article 	TG 96 LB 175 TG 96 LB 171 TG 97 LB 173-175		
		4	<ul style="list-style-type: none"> • Prevention of violence against women – laws • Sources of help • Groups discuss scenarios and answer questions • Feedback to class 	TG 98 LB 175-183 TG 98 LB 181-183		
	24		PHYSICAL EDUCATION	TG 100 LB 185		
			<ul style="list-style-type: none"> • Participation in an outdoor recreational activity • Participation and movement performance in an outdoor recreational activity 			

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
			<ul style="list-style-type: none"> Safety issues relating to participation in recreational activities 			
1			<ul style="list-style-type: none"> Adventure walk or brisk walk Safety issues Research outdoor activities Groups set up an obstacle course and compete against each other Warm-up, cool- down 	TG 102 LB 185		
2			<ul style="list-style-type: none"> Formal assessment – observation of movement performance 1 Adventure jog or run Safety issues Jog or run, using same obstacle course as in Week 1 Warm up, cool down 	TG 102 LB 185-186		
3			<ul style="list-style-type: none"> Treasure hunt Learners use compass directions to find items on treasure hunt Warm-up, cool- down 	TG 103 LB 186		
4			<ul style="list-style-type: none"> Adventure games Learners play four adventure games of 10 minutes each Warm-up, cool- down 	TG 103 LB 187-188		
	25		CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES	TG 104 LB 188-217		
			<ul style="list-style-type: none"> Concept: cultural diversity in South Africa Contributions to social development by organisations from various religions 			
		5	<ul style="list-style-type: none"> Cultural diversity in South Africa Collage about own culture 	TG 104 LB 188-201 TG 105 LB 190		
		6	<ul style="list-style-type: none"> Cultural diversity Diverse cultural norms and values Cultural diversity memory game Class discussion on cultural traditions others might disagree with 	TG 105 LB 191-208 TG 105 LB 206 TG 106 LB 207		
		7	<ul style="list-style-type: none"> Understanding cultural diversity Respecting differences Contributions to social development Pairs discuss sections of Bill of Rights concerning cultural diversity 	TG 107 LB 208-217 TG 107 LB 209		

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		7	<ul style="list-style-type: none"> Groups brainstorm ideas on how respect for differences can be shown Extension activity Groups research how to say phrases in all different languages Groups discuss community projects they know of, and possible outreach projects 	TG 107 LB 209 TG 108 TG 108 LB 217		
	26		PHYSICAL EDUCATION	TG 117 LB 218-220		
			<ul style="list-style-type: none"> Participation in an outdoor recreational activity Participation and movement performance in an outdoor recreational activity 			
5			<ul style="list-style-type: none"> Formal assessment – observation of movement performance 2 Adventure games Safety issues Groups play four adventure games of 10 minutes each Warm-up, cool- down 	TG 117 LB 218-219		
6			<ul style="list-style-type: none"> Orienteering Safety issues Groups follow instructions, study ground plan of school and answer questions 	TG 118 LB 220		
7			<ul style="list-style-type: none"> A walk in the area of the school Safety issues Study maps. Observe landmarks on the walk 	TG 118 LB 220		
Formal assessment Term 4 TG 110, 102, 117 / LB 18, 218 End-of-year examination Physical Education task (Weeks 2 and 5)						



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