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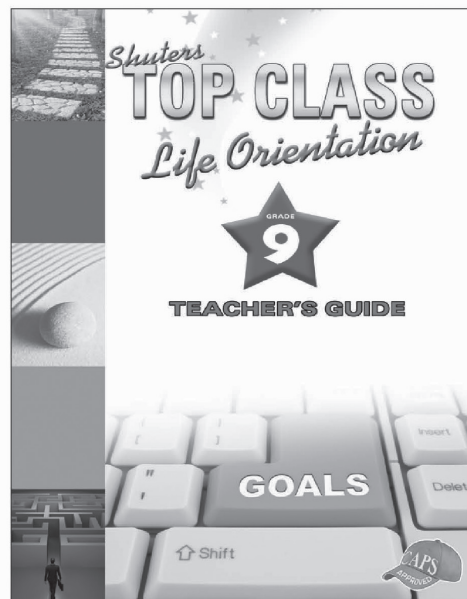
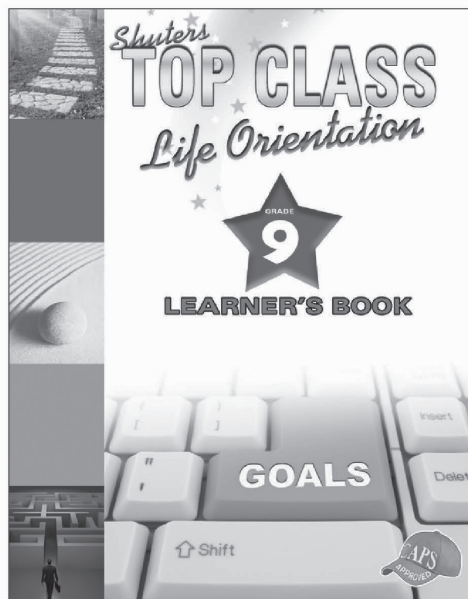
TOP CLASS

Life Orientation



Grade

9



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TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	1		DEVELOPMENT OF THE SELF IN SOCIETY	TG 1 LB 1-13		
			<ul style="list-style-type: none"> Concept: Goal-setting skills 			
		1	<ul style="list-style-type: none"> Personal Lifestyle Choices Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices Learners make their own mind map of personal goals Learners design a CD or magazine cover to reflect the major influences on their personal lifestyle choices 	TG 1 LB 1-5 TG 1 LB 3 TG 1 LB 6		
		2	<ul style="list-style-type: none"> Appropriate responses to influences on personal lifestyle choices Informed decision-making skills: positive and negative influences Learners read a case study and apply the four step decision-making process. 	TG 2 LB 6-8 TG 2 LB 8		
		3	<ul style="list-style-type: none"> Assertiveness skills: confident and firm decision-making Learners answer questions to find out their communication style Learners role play situations to practise assertive communication 	TG 2 LB 8 TG 2 LB 9 TG 2 LB 11		
	2		PHYSICAL EDUCATION	TG 3 LB 14-21		
			<ul style="list-style-type: none"> Participation in activities that improve physical wellness level Safety issues relating to fitness activities 			
1			<ul style="list-style-type: none"> Learning major muscle groups and Dynamic Warm-up and Cool-down exercises Safety issues relating to fitness activities Learners identify the major muscle groups in their bodies 	TG 4 LB 14-16 TG 4 LB 14		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
1			<ul style="list-style-type: none"> Learn warm-up and cool-down exercises Warm-ups and cool-downs 	TG 4 LB 14 TG 4 LB 16		
2			<ul style="list-style-type: none"> Aqua-aerobics Water safety Aqua warm-ups in water Aqua exercises Warm-ups and cool-downs 	TG 4 LB 17-20 TG 5 LB 18 TG 5 LB 21		
3			<ul style="list-style-type: none"> Aqua aerobics routine to music Formal assessment: Observation of movement performance 1 Aqua exercise to music Warm-ups and cool-downs 	TG 5 LB 21		
	3		DEVELOPMENT OF THE SELF IN SOCIETY	TG 5 LB 22-37		
			<ul style="list-style-type: none"> Concept: Sexual behaviour and sexual health 			
		4	<ul style="list-style-type: none"> Sexual health Risk factors leading to unhealthy sexual behaviour Unwanted results of unhealthy sexual behaviour Learners answer statements pertaining to their own sexual health Discussion on the risk factors and results of unhealthy sexual behaviour 	TG 6 LB 22-24 TG 6 LB 22		
		5	<ul style="list-style-type: none"> Unwanted results of unhealthy sexual behaviour (continued) Sexually Transmitted Infections Complete table of high and low risk factors for acquiring HIV/AIDS Group discussion about unhealthy sexual behaviour and the possible reasons behind it 	TG 6 LB 24-27 TG 7 LB 26		
		6	<ul style="list-style-type: none"> Factors that influence personal behavior Strategies to deal with unhealthy sexual behaviour Adverse consequences and implications of teenage pregnancy for teenage parents and the children born to teenagers 	TG 7 LB 27-32		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		6	<ul style="list-style-type: none"> Group or paired activity to work out strategies to deal with unhealthy sexual behaviour with regard to given scenarios 	TG 7 LB 29		
		7	<ul style="list-style-type: none"> Adverse consequences and implications of teenage pregnancy for teenage parents and the children born to teenagers Protective factors – where to find help and support Learners discuss their responses to the questions on the adverse consequences and implications of teenage pregnancy that they prepared for homework Discussion on where to find help for teenage pregnancy and completion of a table of community structures in their area that offer help 	TG 8 LB 32-35 TG 8 LB 33 TG 8 LB 35		
	4		PHYSICAL EDUCATION	TG 11 LB 38-41		
			<ul style="list-style-type: none"> Participation in activities that improve physical wellness level Participation and movement performance in activities that improve physical wellness level 			
4			<ul style="list-style-type: none"> Circuit training Circuit training – 15 stations Learners complete the improvement chart and take pulse rate before and after circuit. Learners record their repetitions and set target for the next week Warm-ups and cool-downs 	TG 11 LB 38-40		
5			<ul style="list-style-type: none"> Circuit training Circuit training – same circuit. Learners complete the improvement chart and record pulse rate and repetitions Warm-ups and cool-downs 	TG 12 LB 40		
6			<ul style="list-style-type: none"> Obstacle course Groups design and lay out an obstacle course. Learners are timed in doing their own as well as other groups' courses Warm-ups and cool-downs 	TG 12 LB 40-41		

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
7			<ul style="list-style-type: none"> Obstacle course races Formal assessment: Observation of movement performance 2 Repeat the activity from Week 6. Learners try to beat the time of the other groups' courses Warm-ups and cool-downs 	TG 13 LB 41		
	5		WORLD OF WORK	TG 13 LB 42-55		
			<ul style="list-style-type: none"> Concept: Time-management skills: accountability in carrying out responsibilities Reading and writing for different purposes 			
		8	<ul style="list-style-type: none"> Time-management skills Accountability in carrying out responsibilities How to organise one's work Discussion on value of time-management and strategies Learners suggest improvements for time-management in response to a given scenario Learners complete a table for time-management 	TG 13 LB 42-45 TG 14 LB 43 TG 14 LB 44		
		9	<ul style="list-style-type: none"> How to use time effectively and efficiently Discussion on effective and efficient use of time Draw up a personal daily and weekly timetable Draw up a timetable with regard to a case study 	TG 14 LB 43-47 TG 14 LB 48 TG 15 LB 49		
		10	<ul style="list-style-type: none"> Reading and writing for different purposes Discussion on the different purposes of reading and writing. Learners record their reading speed Learning strategies and applying them for improving writing skills 	TG 15 LB 50-55 TG 15 LB 53 TG 15 LB 55		
	6		PHYSICAL EDUCATION	TG 16 LB 56-58		
			<ul style="list-style-type: none"> Participation in activities that improve physical wellness level Participation and movement performance in activities that improve physical wellness level 			

TERM 1						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
8			<ul style="list-style-type: none"> Power walking Learners learn the walking technique for power walking and follow a walking programme Warm-ups and cool-downs 	TG 17 LB 56-57		
9			<ul style="list-style-type: none"> Running Learners learn the running technique and follow a running programme Warm-ups and cool-downs 	TG 17 LB 57-58 TG 17 LB 58		
10			<ul style="list-style-type: none"> Running Learners learn the running technique and follow a running programme Warm-ups and cool-downs 			
<p align="center">Formal assessment Term 1 TG 5, 9, 13 / LB 36, 21, 41</p> <p>Written task: Provide help to teenagers who have written to a magazine column with regard to unhealthy sexual behaviour</p> <p align="center">Physical Education task (weeks 3 and 7)</p>						

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	7		CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES	TG 19 LB 59-67		
			<ul style="list-style-type: none"> Concept: Issues relating to citizens' rights and responsibilities 			
		1	<ul style="list-style-type: none"> Respect for others' rights: people living with different disabilities Respect for others' rights: people living with HIV and AIDS Learners discuss how people with different disabilities lives are affected by their disability and how the learners' school is equipped for people with disability Learners discuss how rights of people with disability and those affected by HIV/AIDS are violated 	TG 19 LB 59-62 TG 19 LB 60		
		2	<ul style="list-style-type: none"> Celebrations of national and international days Discussion of the national and international holidays Plan and participate in a national health day celebration in groups 	TG 20 LB 62-66 TG 20 LB 65		
	8		PHYSICAL EDUCATION	TG 21 LB 68-71		
			<ul style="list-style-type: none"> Participation in and executes a game plan for individual or team sport Safety issues relating to participation in sport 			
1			<ul style="list-style-type: none"> Athletics Safety issues for exercising Learners are reminded of the safety issues related to exercising Learners practise 100m and 800m sprints Learners are advised of a game plan for improving their sprinting ability Warm-ups and cool-downs 	TG 21 LB 68-70 TG 22 LB 69 TG 22 LB 69		
2			<ul style="list-style-type: none"> Athletics Learners practise 200m and 1,500m sprints. Warm-ups and cool-downs 	TG 22 LB 70-71 TG 22 LB 70-71		
	9		CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES	TG 23 LB 72-84		
			<ul style="list-style-type: none"> Concept: Constitutional values as stated in the South African Constitution 			

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		3	<ul style="list-style-type: none"> Constitutional values as stated in the South African Constitution Learners are made aware of the core values of the SA Constitution Learners discuss the values of equality, freedom, non-racialism and non-sexism 	TG 23 LB 72-75 TG 23 LB 73-75		
		4	<ul style="list-style-type: none"> Supremacy of the constitution and the rule of law Positive and negative role models Learners discuss the values of the Rule of Law, democracy, accountability, responsiveness and openness Learners answer questions related to democracy. Learners discuss their thoughts on role models with regard to given quotes and people 	TG 24 LB 76-79 TG 25 LB 78 TG 25 LB 79		
		5	<ul style="list-style-type: none"> Positive and negative role models Role models for upholding constitutional values: parents and leaders in the community/society Applying these values in daily life Learners draw up a list of qualities positive role models should have Learners complete the activity on how parents and community leaders as well as themselves apply the constitutional values in daily life 	TG 26 LB 80-81 TG 26 LB 82 TG 26 LB 84		
	10		PHYSICAL EDUCATION	TG 27 LB 85-93		
			<ul style="list-style-type: none"> Participation in and executes a game plan for individual or team sport Safety issues relating to participation in sport Participation and movement performance in a game plan for individual or team sport 			
3			<ul style="list-style-type: none"> Individual sport – Mini-Golf Learners learn warm-ups for golf and Chipping technique as well as chipping towards a target Warm-ups and cool-downs 	TG 28 LB 85-90 TG 28 LB 85		

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
4			<ul style="list-style-type: none"> Individual sport - Golf: Putting Learners learn the Putting technique and practice Putting to targets Warm-ups and cool-downs 	TG 28 LB 90-92		
5			<ul style="list-style-type: none"> Individual sport – Mini-Golf In groups, learners design and lay out a mini golf course Learners learn the ethics and how to work out a game plan when playing golf Warm-ups and cool-downs 	TG 29 LB 92-93		
	11		WORLD OF WORK	TG 29 LB 94-105		
			<ul style="list-style-type: none"> Concept: Options available after completing Grade 9 Concept: Knowledge of the world of work 			
		6	<ul style="list-style-type: none"> National Senior Certificate qualification (NSC) or National Certificate Vocational (NCV) Learners investigate a career of choice and the subjects related to that career 	TG 29 LB 94-98 TG 30 LB 95		
		7	<ul style="list-style-type: none"> Implications of choices between NSC and NCV Learners study the table of vocational subjects and their related careers They investigate which careers would require an NCV or NSC In groups learners investigate the advantages of studying for an NCV 	TG 30 LB 98 TG 30 LB 99		
		8	<ul style="list-style-type: none"> Knowledge of the World of Work Rights, responsibilities and opportunities in the workplace Learners study the rights and responsibilities of the employer and employee Learners answer questions regarding the workplace Formal Assessment: Term 3 – Project Present the project for Term 3 	TG 30 LB 99-102 TG 30 LB 102 TG 32-33 LB 103-105		

TERM 2						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	12		PHYSICAL EDUCATION	TG 41 LB 106-111		
			<ul style="list-style-type: none"> Participation in and executes a game plan for individual or team sport Safety issues relating to participation in sport Participation and movement performance in a game plan for individual or team sport 			
6			<ul style="list-style-type: none"> Individual sport – Mini-Golf Formal assessment: Observation of movement performance 1 Learners play the course they designed using chipping and putting strokes. They should play to a game plan that takes into account their strengths and weaknesses Warm-ups and cool-downs 	TG 41 LB 106		
7			<ul style="list-style-type: none"> Invasion games - Netball Learners practise the different netball passes, shooting at goal and defending Warm-ups and cool-downs 	TG 41 LB 106-108 TG 41 LB 107		
8			<ul style="list-style-type: none"> Round-robin game plan and Netball tournament Formal assessment: Observation of movement performance 2 Learners learn the round-robin formula and play a game of netball Learners are advised of how to formulate a game plan for netball Warm-ups and cool-downs 	TG 42 LB 109-111 TG 43		
Formal assessment Term 2 TG 35, 41, 42 / LB 103, 106, 109 Mid-year examination Physical Education task (Weeks 6 and 8)						

TERM 3						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	13		WORLD OF WORK	TG 44 LB 112-123		
			<ul style="list-style-type: none"> Concept: Career and subject choices 			
		1	<ul style="list-style-type: none"> Subjects in Grades 10, 11 and 12 Learners differentiate between a career and a job They brainstorm careers and jobs and think about which they are interested in. Learners study a table of subjects and related careers and answer questions about subject choices for careers or jobs they are interested in 	TG 44 LB 112-115 TG 44 LB 113		
		2	<ul style="list-style-type: none"> Careers related to different subjects Qualities relating to different careers and subjects Learners study a table of careers They identify which careers they are now interested in, what subjects are related to the career and whether their choice of career would suit their ability Learners become aware of the need to understand their strengths and weaknesses, interests and abilities in making subject choices 	TG 45 LB 115-120 TG 45 LB 118		
		3	<ul style="list-style-type: none"> Decision-making skills Learners apply the 4-step decision-making process in choosing subjects related to career choices 	TG 45 LB 121 TG 45 LB 122		
	14		PHYSICAL EDUCATION	TG 46 LB 124-127		
			<ul style="list-style-type: none"> Participation and refinement of own and peer performance in movement activities Safety issues relating to movement activities 			
1			<ul style="list-style-type: none"> Ballroom Dancing Learners learn the technique and footsteps for waltzing Warm-ups and cool-downs 	TG 47 LB 124-125		

2			<ul style="list-style-type: none"> • Hip-Hop dancing • Safety issues • Learners learn the different hip-hop moves and put together their own freestyle dance routine • Learners attention is drawn to safety issues while exercising • Warm-ups and cool-downs 	TG 48 LB 125-126		
3			<ul style="list-style-type: none"> • Gumboot dancing • Learners learn the steps of gumboot dancing • Warm-ups and cool-downs 	TG 48 LB 126		
	15		HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	TG 49 LB 128-140		
			<ul style="list-style-type: none"> • Concept: Volunteerism 			
		4	<ul style="list-style-type: none"> • Individual and community responsibilities • Different types of volunteer organisations • Groups discuss issues relating to individual and community responsibility and report back their ideas • Learners learn about different community-based and non-profit organisations and the ways in which they work towards environmental health and sustainable development 	TG 49 LB 128-130 TG 49 LB 129		
		5	<ul style="list-style-type: none"> • Different types of volunteer organisations • Learners read about the different types of volunteer activities and do an activity to research and plan what volunteer activities they could participate in, in their community 	TG 50 LB 128-137 TG 50 LB 136		
		6	<ul style="list-style-type: none"> • Helping those less privileged • Assisting those affected and infected with HIV and AIDS • Learners learn about people who help and the ways in which they help those less privileged and those affected and infected with HIV/AIDS • Learners answer questions related to the text 	TG 50 LB 137-140 TG 50 LB 140		
	16		PHYSICAL EDUCATION	TG 51 LB 141-146		
			<ul style="list-style-type: none"> • Participation and refinement of own and peer performance in movement activities 			

			<ul style="list-style-type: none"> Participation and movement performance in movement activities 			
4			<ul style="list-style-type: none"> Gumboot dancing Formal assessment: Observation of movement performance 1 Learners create a gumboot dance in groups Warm-ups and cool-downs 	TG 51 LB 141 TG 61		
5			<ul style="list-style-type: none"> Gymnastics Learners practise the forward and backward roll and learn to do a Switcharoo Warm-ups and cool-downs 	TG 52 LB 142 TG 52 LB 142-143		
6			<ul style="list-style-type: none"> Gymnastics Learners practise the handstand, wall handstand and cartwheels Warm-ups and cool-downs 	TG 53 LB 144-145 TG 53 LB 144-145		
	17		HEALTH, SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	TG 53 LB 146-155		
			<ul style="list-style-type: none"> Concept: Health and safety issues related to violence 			
		7	<ul style="list-style-type: none"> Common acts of violence at home, school and in the Prevention and safety issues Class discussion common acts of violence related to the text as well as those they have witnessed 	TG 54 LB 146-147 TG 54 LB 147		
		8	<ul style="list-style-type: none"> Reasons that violence occurs in families and communities and among friends and peers Impact of violence on individual and community health and safety Discussion of a newspaper article Discussion of text on impact of violence 	TG 54 LB 147-150 TG 54 LB 149		
		9	<ul style="list-style-type: none"> Alternatives to violence Problem-solving skills and managing conflict Learners give responses for violent and non-violent approaches to given scenarios Learners test themselves to determine whether they cause conflict or try to solve it 	TG 55 LB 150-153 TG 55 LB 152 TG 56 LB 152		
		10	<ul style="list-style-type: none"> Protecting oneself and others from acts of violence Where to find help 	TG 57 LB 153-154		

		10	<ul style="list-style-type: none"> • Formal assessment: Project • Learners read and discuss the text on tell-tale signs for expecting violent behaviour and where to find help • Remind learners to hand in their projects on the due date, given to them in Term two 			
	18		PHYSICAL EDUCATION	TG 58 LB 156-159		
			<ul style="list-style-type: none"> • Participation and refinement of own and peer performance in movement activities • Participation and movement performance in movement activities 			
7			<ul style="list-style-type: none"> • Rhythmical dance with apparatus • Learners practise using apparatus while doing the forward and backward rolls, handstands and cartwheels learned in Weeks 5 and 6 • Learners are made aware of the safety issues related to gymnastics • Warm-ups and cool-downs 	TG 58 LB 156-157		
8			<ul style="list-style-type: none"> • Dance routines • In groups, learners prepare a dance routine and can select any of the dances and gymnastics movements learned during the term • Warm-ups and cool-downs 	TG 59 LB 157		
9			<ul style="list-style-type: none"> • Rehearsal for the dance and Gymnastics Display • Formal assessment: Observation of movement performance 2 • Learners rehearse their dance routines prepared in Week 8 • Warm-ups and cool-downs 	TG 60 LB 158		
10			<ul style="list-style-type: none"> • Dance and Gymnastics Display • Learners perform their group dance routine for the class • Warm-ups and cool-downs 	TG 60 LB 159		
Formal assessment Term 3 TG 32, 51, 60 / LB 103, 141, 158 Project as given in Term 2 Physical Education Task (Weeks 4 and 9)						

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
	19		WORLD OF WORK	TG 62 LB 160-166		
			<ul style="list-style-type: none"> • Concept: Study and career funding providers • Plan for own lifelong learning 			
		1	<ul style="list-style-type: none"> • Tertiary institution funding • Plan for own lifelong learning • Learners research the cost of a course they would like to study at an institution of their choice • Learners answer questions on a case study regarding lifelong learning 	TG 62 LB 160-163 TG 62 LB 160-163 TG 63 LB 164		
		2	<ul style="list-style-type: none"> • Places to study life-long learning courses • Learners research lifelong learning study options • Learners set their own goals for lifelong learning 	TG 63 LB 164-166 TG 63 LB 164 TG 64 LB 165		
	20		PHYSICAL EDUCATION	TG 64 LB 167		
			<ul style="list-style-type: none"> • Participation and refinement of own performance in an outdoor recreational activity • Safety issues relating to participation in recreational activities 			
1			<ul style="list-style-type: none"> • Scrambling • Learners assist in setting up a scrambling course at the school and learn and practise the scrambling technique • Warm-ups and cool-downs 	TG 65 LB 167-168		
2			<ul style="list-style-type: none"> • Walking/hiking • Learners go on a short hike/walk that provides opportunity to scramble • Learners refine their observation skills while hiking • Warm-ups and cool-downs. 	TG 66 LB 168		
	21		CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES	TG 66 LB 169-172		
		3	<ul style="list-style-type: none"> • Concept: Contributions of various religions in promoting peace • Contributions of various religions in promoting peace 	TG 66 LB 169-172		

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		3	<ul style="list-style-type: none"> Class discussion on the topic <i>'If all religions promote peace, why is there so much discord and war in the world?'</i> 	TG 66 LB 172		
	22		PHYSICAL EDUCATION	TG 67 LB 173		
			<ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity 			
3			<ul style="list-style-type: none"> Fun-Orienteering Learners use a map and compass to follow clues to find destinations within the school grounds Warm-ups and cool-downs 	TG 67 LB 173		
	23		CONSTITUTIONAL RIGHTS AND RESPONSIBILITIES	TG 68 LB 174-177		
			<ul style="list-style-type: none"> Concept: Sport ethics in all physical activities 			
		4	<ul style="list-style-type: none"> Sport ethics in physical activities Class discussion on how ethical behaviour can be shown by various stakeholders in sport Learners create a code of conduct for given stakeholders in sporting activities. 	TG 68 LB 174-177 TG 68 LB 174 TG 69 LB 177		
	24		PHYSICAL EDUCATION	TG 69 LB 178		
			<ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity 			
4			<ul style="list-style-type: none"> Fun-orienteering Formal assessment – observation of movement performance 1 Learners find their way around the school grounds following a map and using a compass while answering clues at each destination 	TG 69 LB 178		
	25		DEVELOPMENT OF THE SELF IN SOCIETY	TG 71 LB 178-181		
			<ul style="list-style-type: none"> Concept: challenging situations 			
		5	<ul style="list-style-type: none"> Causes of depression Learners answer True and False to questions on causes of depression 	TG 71 LB 178-181 TG 71 LB 180		

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
		5	<ul style="list-style-type: none"> Learners read a case-study of a child-headed household and answer questions related to depression in such circumstances 	TG 72 LB 181		
		6	<ul style="list-style-type: none"> Grief Loss, trauma and crisis Learners match statements related to the 5-stages of the grieving process Learners may begin writing about the grieving process related to a letter and write a helpful response to the letter writer 	TG 72 LB 182-187 TG 72 LB 183 TG 73 LB 184		
		7	<ul style="list-style-type: none"> Counterproductive coping techniques Problem-solving and decision-making skills Learners answer questions related to a case-study Learners should think of a problem they are currently experiencing and use the problem-solving process to plan and implement a solution 	TG 74 LB 187-192 TG 74 LB 188 TG 75 LB 189-192		
	26		PHYSICAL EDUCATION	TG 81 LB 192-195		
			<ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity Participation and movement performance in an outdoor educational activity 			
5			<ul style="list-style-type: none"> Fun-orienteeing Groups plan an orienteeing course for other groups to complete in the following lesson Warm-ups and cool-downs 	TG 81 LB 192		
6			<ul style="list-style-type: none"> Self-designed orienteeing Formal assessment – observation of movement performance 2 Groups complete each other's orienteeing courses and complete activities at each of the 5 destination points Warm-ups and cool-downs 	TG 81 LB 193		

TERM 4						
WEEK	UNIT	LESSON	TOPIC	PAGE REF	RECORDING	REFLECTION
7			<ul style="list-style-type: none"> Life saving Learners learn life-saving swimming strokes and techniques Warm-ups and cool-downs 	TG 82 LB 193 TG 82 LB 194-195		
Formal assessment Term 4 TG 76, 69, 81 / LB 190, 178, 193 End-of-year examination Physical Education task (Weeks 4 and 6)						



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