

LIFE ORIENTATION

GRADE 11 — TERM 3 NOTES

Detailed study notes based on the Annual Teaching Plan (ATP) 2023/24 — Department of Basic Education, South Africa

Term 3 Overview

Term 3 covers two CAPS topics. **Development of the Self in Society** (Weeks 1–6) deals with what it means to live a healthy and balanced lifestyle, the factors that push people toward risky or unhealthy choices, and the skills needed to make responsible, informed decisions. **Careers and Career Choices** (Weeks 7–11) shifts the focus outward to the world of work — the practical skills, documents and attitudes a person needs to successfully apply for a job and grow a career, as well as the further study paths available after matric. Physical Education for the term focuses on developing leadership roles within recreational and relaxation group activities. The formal assessment (SBA) for the term is a **Project**, generally researched over several weeks outside of class time and completed with teacher guidance during lessons.

Week 1: Development of the Self in Society — Healthy and Balanced Lifestyle Choices

Healthy and balanced lifestyle choices

A balanced lifestyle means keeping harmony between all the different dimensions of a person's life, rather than focusing on only one area (such as academic success) while neglecting others (such as sleep or friendships). A person who is 'balanced' is better able to cope with the pressures of school, relationships and future planning.

- Physical health: keeping the body fit through exercise, enough sleep and avoiding harmful substances
- Psychological health: managing thoughts and emotions, and avoiding risky behaviour
- Social health: maintaining healthy relationships with family, friends and the wider community
- Emotional health: being able to identify, express and control emotions appropriately
- Spiritual health: living according to one's values, beliefs or religion, which gives a sense of purpose
- Healthy nutrition: eating a variety of foods (carbohydrates, proteins, fats, vitamins, minerals, water) in the right amounts
- Being physically active: regular exercise supports cardiovascular health, healthy weight and mental well-being

Balanced lifestyle: A way of living in which the physical, psychological, social, emotional and spiritual aspects of a person's life are all given attention, in proportion to one another.

Lifestyle choices: The decisions a person makes about how to live and behave, shaped by their attitudes and values.

Example: A learner who studies hard but never exercises, skips meals, and avoids friends to save time for schoolwork is not living a balanced lifestyle — their physical and social health will eventually suffer, which can also affect their academic performance.

Week 2: Development of the Self in Society — Healthy and Balanced Lifestyle Choices

Factors that impact negatively on lifestyle choices

Many different factors can push a person toward poor lifestyle decisions. Understanding these factors helps a learner recognise warning signs in their own life or in the lives of people around them.

- Lack of knowledge: not understanding the risks or consequences of certain behaviours
- Poor decision-making skills: acting impulsively instead of thinking through consequences
- Unsafe attitudes and behaviours: normalising risk-taking, e.g. driving recklessly or ignoring safety warnings
- Unsafe environments: living or spending time in areas with high crime, substance abuse, or little adult supervision
- Emotional factors: stress, low self-esteem, depression or unresolved trauma can drive unhealthy coping choices
- Peer pressure: direct or indirect pressure from friends to take part in risky behaviour to 'fit in'
- Socio-economic aspects: poor literacy, low income, poverty, and unfavourable social environments limit access to healthy choices

Example: A learner from a low-income household with limited access to healthy food, safe recreational facilities, or a stable home life is statistically more exposed to several of these negative factors at once.

Week 3: Development of the Self in Society — Risky Behaviour and Situations

Risky behaviour and situations

Risky behaviours are actions that expose a person to potential physical, emotional or social harm. Recognising these behaviours is the first step toward avoiding or managing them responsibly.

- Substance use and abuse: alcohol, tobacco, and illegal drugs, including experimentation that can lead to dependency
- Unsafe sexual behaviour: unprotected sex, multiple partners, and the associated risk of sexually transmitted infections
- Risk of teenage pregnancy: the physical, emotional, social and educational consequences of falling pregnant while still at school
- Teenage suicide: recognising warning signs of severe emotional distress and the importance of seeking help
- Poor hygiene and dietary habits: neglecting personal cleanliness or nutrition, increasing susceptibility to illness
- Unsafe road use: reckless driving, not wearing seatbelts, distracted walking or driving, and drinking and driving

Week 4: Development of the Self in Society — Risky Behaviour and Situations

Impact of unsafe practices on self and others

Risky behaviour rarely affects only the individual involved — it typically has a ripple effect that reaches family, friends and the broader community. It is useful to analyse the impact across four dimensions:

- Physical impact: injury, illness, disability, or even death resulting from unsafe practices
- Emotional impact: guilt, shame, anxiety, depression or trauma experienced by those involved or affected
- Spiritual impact: a person may feel they have compromised their values or lost their sense of purpose
- Social impact: damaged relationships, loss of trust, stigmatisation, or exclusion from family and community support

Example: A road accident caused by reckless driving can leave the driver physically injured (physical), guilt-ridden (emotional), estranged from friends who no longer trust their judgement (social), and questioning their own values (spiritual) — showing how the four dimensions are interconnected.

Week 5: Development of the Self in Society — Risky Behaviour and Situations

Individual responsibility for making informed decisions and choices

Ultimately, each person is responsible for the choices they make, even under difficult circumstances. This section focuses on practical strategies for taking ownership of one's safety and well-being.

- Prioritising personal safety: thinking ahead about consequences before acting, and avoiding situations known to carry risk
- Seeking support and advice: talking to trusted adults, counsellors, or helplines when facing pressure or difficulty

- Changing risky behaviour: taking deliberate, gradual steps to replace harmful habits with healthier ones
- Building a support network: surrounding oneself with people who encourage positive choices rather than risky ones

Week 6: Development of the Self in Society — Factors that Impact Positively on Lifestyle Choices

Factors that impact positively on lifestyle choices

Just as certain factors push people toward risk, other factors protect and guide people toward healthier choices. Strengthening these positive influences builds resilience.

- Positive role models: parents, teachers, coaches, or public figures whose behaviour inspires healthy choices
- Supportive peers: friends who encourage responsible behaviour rather than pressuring toward risk
- Personal values: an internal sense of right and wrong that guides decision-making
- Belief system and religion: spiritual or religious frameworks that provide moral guidance and community support
- Social skills: the ability to communicate, resolve conflict, and say no to peer pressure confidently
- Positive cultural influences: traditions and cultural practices that promote discipline, respect and community responsibility
- Stable economic conditions: financial security that reduces stress and increases access to healthy resources

Week 7: Careers and Career Choices — Competencies, Abilities and Ethics

Studying advertisements, writing application letters, and completing application forms

Securing a job begins with correctly interpreting a job advertisement and presenting yourself professionally in writing. These are practical, transferable skills used throughout a person's working life.

- Studying advertisements: identifying the job title, required qualifications, experience, skills, and closing date
- Writing an application letter (cover letter): a short, professional letter introducing yourself, explaining why you are suitable for the position, and requesting an interview
- Completing application forms: filling in hard-copy or online forms accurately, honestly, and neatly, following all instructions exactly
- Proofreading: checking spelling, grammar and factual accuracy before submitting any application

Example: An application letter should typically include your contact details, the position you are applying for and where you saw it advertised, a short paragraph on your relevant skills or experience, and a polite closing requesting an interview.

Week 8: Careers and Career Choices — Competencies, Abilities and Ethics

Writing and building a curriculum vitae (CV)

A CV (curriculum vitae) is a structured summary of a person's education, skills and experience. Building a strong CV, even while still at school, prepares learners for future job or bursary applications.

- All forms of experience: paid work, unpaid work, volunteering, and school responsibilities all count

- Testimonials: written references from teachers, employers or community leaders that vouch for your character and abilities
- Evidence of job shadowing: showing you have observed a workplace or profession first-hand
- Informal and/or part-time jobs: babysitting, tutoring, casual weekend work, and similar experience
- Managing projects: leading or contributing to school projects, events, or committees
- Administration skills: organisation, record-keeping, time management and basic computer literacy

CV (Curriculum Vitae): A document summarising a person's personal details, education, skills, achievements, and work or volunteer experience, used when applying for jobs, bursaries, or further study.

Week 9: Careers and Career Choices — Competencies, Abilities and Ethics

Interview skills and work ethics

Once an application is successful, the next step is usually an interview. How a candidate prepares for and conducts themselves in an interview strongly influences the outcome.

- Personal appearance: dressing neatly and appropriately for the type of job or organisation
- Conduct: arriving on time, greeting the interviewer politely, maintaining eye contact, and listening carefully
- Preparation for typical questions: practising answers to common questions such as strengths, weaknesses, and why you want the job
- Work ethics — responsibility: being reliable, meeting deadlines, and taking ownership of tasks and mistakes
- Work ethics — accountability: being answerable for your actions and decisions in the workplace

Work ethic: The set of moral principles or values that guide how a person behaves and performs in a work environment, including honesty, responsibility, punctuality and respect for others.

Week 10: Careers and Career Choices — Competencies, Abilities and Ethics

Personal expectations and knowledge about self in relation to the world of work

It is important for learners to have realistic expectations about the working world, including how their skills and qualification level relate to different categories of jobs.

- Personal expectations vs. reality: understanding that career progression often takes time, and that most people start at entry level and work their way up
- Socio-economic conditions: recognising how the broader economy and job market affect employment opportunities
- Skilled labour: jobs requiring specialised training, qualifications or a degree (e.g. engineer, teacher, accountant)
- Semi-skilled labour: jobs requiring some training or a short course, but not a full degree (e.g. machine operator, hairdresser)
- Unskilled labour: jobs that require little to no formal training
- Physical labour: jobs that primarily rely on manual or physical effort (e.g. construction, farming)

Week 11: Careers and Career Choices — Competencies, Abilities and Ethics

Additional and higher education studies required for different careers

Many careers require further study beyond a first qualification. Understanding the different levels of post-graduate study helps learners plan a long-term academic and career path.

- Further certificates and diplomas: shorter, often practically-focused qualifications that can follow an initial diploma or degree
- Honours degrees: an additional year of specialised study after a bachelor's degree
- Master's degrees: advanced, often research-based study usually completed after an honours degree
- Doctoral degrees (PhD): the highest level of academic qualification, involving original research in a specialised field

Example: A person wanting to become a clinical psychologist in South Africa would typically need a bachelor's degree, followed by honours, a master's degree, and registration with the relevant professional board.

Physical Education — Term 3 Focus

Term 3's Physical Education component moves away from personal fitness (Term 1) and umpiring/organisational skills (Term 2) toward developing **leadership** within group settings. Learners are expected to take turns planning, leading and managing a recreational or relaxation activity for their peers, which builds communication, delegation and organisational skills alongside physical participation.

- Participate in activities that promote leadership roles in self-designed or structured recreational and relaxation group activity
- Understand safety issues relating to participation in programmes that promote leadership roles in recreational and relaxation group activity
- Participation and movement performance in programmes that promote leadership roles in recreational and relaxation group activity
- Examples of programmes that promote leadership roles in recreational and relaxation group activity

Recreational/relaxation activities may include social or traditional dance, hiking, orienteering, yoga or stretching routines, breathing and relaxation exercises, or group games — the key requirement is that a learner takes a leadership role in planning and running the session, and that basic safety precautions (warm-up, appropriate space, suitable clothing, awareness of participants' fitness levels) are considered.

Requisite Pre-knowledge

Definition of concepts:

- Development of the self in society: healthy and balanced lifestyle, risky behaviours, unsafe practices, etc.
- Careers and career choices: socio-economic environment, competencies, abilities, ethics, ethical behaviour, etc.

Grade 10 related content and concepts:

- Development of self in society: life roles, changes and development towards adulthood, coping with change, values and strategies to make informed decisions
- Careers and career choices: career field, occupations, careers and jobs, NCS, life domains, socio-economic considerations for careers and study choices, ethical behaviour

Key Terms — Quick Glossary

Term	Meaning
Peer pressure	The influence exerted by people of a similar age or social group to behave, think or make choices
Risky behaviour	Any behaviour that increases the chance of physical, emotional or social harm to oneself or others
Socio-economic environment	The combination of social and economic conditions — such as income, education level and access to resources
Ethics / ethical behaviour	A set of moral principles that guide what is considered right or wrong conduct, particularly relevant in the workplace
Job shadowing	Following and observing a professional in their workplace for a short period to learn about a particular job
Testimonial	A written statement from someone (e.g. an employer or teacher) confirming a person's character or abilities
Skilled / semi-skilled / unskilled labour	Classifications describing how much formal training or qualification a job requires — from specialised skills to no formal training

Assessment — Term 3

Type	Details
Informal Assessment	A minimum of one informal task must be given per week, covering various cognitive levels (sh
SBA (Formal Assessment)	PROJECT — Learners spend time outside of contact time to collect resources and informatio
PET	Physical Education Task, integrated into the term's practical activities.

Since the SBA for this term is a project, it is worth starting research early. Keep a list of sources used (websites, government publications, magazines, textbooks) since most rubrics award marks for referencing. If the project relates to career choices, gathering real job advertisements, application form examples, or CV templates as reference material can strengthen the final submission.

Source: 2023/24 Annual Teaching Plans — Life Orientation: Grade 11 (Term 3), Department of Basic Education, Republic of South Africa.