

2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 12 (TERM 1 11 weeks)

TERM 1	WEEK 1 14- 16 January (3 days)	WEEK 2 19 – 23 January (5 days)	WEEK 3 26 – 30 January (5 days)	WEEK 4 02 - 06 February (5 days)	WEEK 5 09 - 13 February (5 days)	WEEK 6 16 - 20 February (5 days)	WEEK 7 23 – 27 February (5 days)	WEEK 8 02 – 06 March (5 days)	WEEK 9 09 - 13 March (5 days)	WEEK 10 16 – 20 March (4 days)	WEEK 11 23 – 27 March (5 days)
	DEVELOPMENT OF SELF IN SOCIETY	DEVELOPMENT OF SELF IN SOCIETY	DEVELOPMENT OF SELF IN SOCIETY	DEVELOPMENT OF SELF IN SOCIETY	DEVELOPMENT OF SELF IN SOCIETY	STUDY SKILLS	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES
CORE CONCEPTS, SKILLS AND VALUES	Stress • Apply a range of life skills required to adapt to change as part of ongoing healthy lifestyle choices: Stressors, change and quality of life: Identify and define stress, and stressors: Physical, emotional, social and environmental factors (abuse, vocation, life crises, personality and social pressure)	Assess levels of stress: Signs and symptoms of stress, positive and negative stress - Evaluate own ability to prevent stress - Stress management: Coping mechanisms and/or management techniques, develop and implement own strategy	Conflict resolution skills: Distinguish between interpersonal conflict and intrapersonal conflict Conflict resolution: - Conflict avoidance - Competing - Compromising - Accommodating - Collaboration	Relationships: Discuss the importance of initiating, building and sustaining positive relationships: - Importance of communication - Understanding others - Communicating feelings - Beliefs and attitudes Factors that influence effective communication: Personality, attitudes and values, acceptance of responsibilities, appropriate expression of views and feelings, respect the feelings of others	Adapting to growth and change: - Change in circumstances (personal, social, work) - Transition between school and post school destination - Research and locate accommodation and travel arrangements, and determine possible challenges - Discuss the positive and negative aspects of change	Study skills • Develop a study plan to ensure obtaining of the National Senior Certificate (NSC) Revise own study skills, strategies, styles, time management and examination writing skills (read the question, plan the response, answer the questions, etc.)	Skills for final action: Job or course and financial aid applications: • Research and locate appropriate work or study opportunities from various sources (online and other) • Research admission requirements for degree, diploma or higher certificate for the intended field of study Research and locate appropriate funding opportunities from various sources (online and other)	Develop a career portfolio: Use the Khetha Booklet to complete the relevant activities - Discuss the purpose of National Benchmark Tests (NBT) - Apply to write the NBT	Unemployment • Discuss reasons for and impact of unemployment: social, economic, psychological • Explore innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, informal jobs Entrepreneurship as an innovative strategy to counteract unemployment: • Characteristics of an entrepreneur • Finding a niche in the job market • Benefits and challenges of entrepreneurship	Entrepreneurship • Explore opportunities in the following ventures: - Small businesses - Social entrepreneurship - E-businesses - Innovative entrepreneurship - Cultural entrepreneurship • Financial viability of entrepreneurship and other employment options including awareness of South African Revenue Service (SARS) tax obligations	Fraud and corruption • Related concepts: - embezzlement - cronyism - nepotism - bribery • Causes of fraud and corruption • The impact of corruption and fraud on the: - individual - company - community and - country • Strategies to prevent fraud and corruption
	PET • Participation in programmes that promote achievement of personal fitness and health goals • Participation and movement performance in programmes that promote achievement of personal fitness and health goals • Safety issues relating to fitness exercises • Participation and movement performance in programmes that promote achievement of personal fitness and health goals										

REQUISITE PRE-KNOWLEDGE	Definition of concepts - Life skills, change, stressors, healthy lifestyle choices, physical, emotional, social and environmental factors, life crises, positive and negative stress, coping mechanisms, management techniques, Conflict resolution skills: Interpersonal and Intrapersonal, beliefs and attitudes, values, acceptance of responsibilities, appropriate expression of views - Study skills, strategies and styles, examination writing skills, entrepreneurship and informal jobs, financial viability of entrepreneurship, corruption and fraud				- Grade 11 related content and concepts - Relationships and their influence on own well-being: different types with different people/groups and their changing nature - Relationships that contribute or are detrimental to well-being: rights and responsibilities in relationships, social and cultural views that influence and/or affect relationships, qualities sought in different relationships and individuality in relationships - Applying own study skills, styles and study strategies: Study skills: Examine how learning takes place and reflect on effectiveness, study styles as preferred way of approaching tasks, study strategy as a way to approach a specific task in the light of perceived demands - Examination writing skills and process of assessment				- Understanding the different action/command words: - Use the list of definition of concepts. - Include key words in terms of different cognitive levels			
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	- Wall charts, dictionaries, textbook, magazines, newspaper articles and reports - Graphic organisers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for notetaking, summaries, to organise ideas, etc. - Internet/case studies/scenarios that are current and up to date /Life Skills newspaper articles/DVD’s/role play activities/presentations by learners/video clips, DVDs, PowerPoint presentations/guest speakers on a subtopic as per CAPS content per term Life Orientation - Power posters/stimuli such as picture(s)/Google classroom/Kahoot/social media platforms/objects/material for demonstrations (to accommodate kinaesthetic learning style)											
INFORMAL ASSESSMENT	A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: Short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period For practical demonstration, observation sheets must be used After a reasonable amount of content has been treated, informal assessment must be given											
SBA (FORMAL ASSESSMENT)	SOURCE-BASED TASK (Due Date:20 March 2026) The source-based task must be completed independently under controlled conditions The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test PET (27 March 2026)											
TERM 1 COMPLETION DATES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	

2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 12 (TERM 2 12 Weeks)

TERM 2	WEEK 1 08 - 10 April (3 days)	WEEK 2 13 - 17 April (5 days)	WEEK 3 20 - 24 April (5 days)	WEEK 4 28 - 30 APRIL (3 days)	WEEK 5 04- 08 May (5 days)	WEEK 6 11- 15 May (5 days)	WEEK 7 18– 22 May (5 days)	WEEK 8 25 - 29 May (5 days)	WEEK 09 01 - 05 June (5 days)	WEEK 10 08 - 12 June (5 days)	WEEK 11-12 17 - 26 June (8 days)
CAPS TOPIC	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	DEMOCRACY AND HUMAN RIGHTS	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL AND ENVIRONMENTAL RESPONSIBILITY	JUNE EXAMINATION
CORE CONCEPTS, SKILLS AND VALUES	Discrimination and violation of human rights - Evaluate own position when dealing with discrimination and human rights violations, taking into account the Bill of Rights - Select and assess a project, campaign or event which addresses discrimination and human rights violations - Evaluation regarding outcomes of campaigns and events	The media • Analyse and debate the role of the media in a democratic society • Distinguish between print and electronic media	The media Social media and social media platforms: • Social media footprint • Dangers of use and abuse of social media • Cyber wellness • Cyber safety • Cyber bullying • Being cyber savvy	The media Discuss the extent to which media reporting reflects a democratic society: - Topics covered - Positions taken by editors - Space allocated to topics - Geographical distribution (accessibility of information to different groups in society)	The media • Freedom of expression and limitations • Critical analysis of media campaigns regarding discrimination and human rights violations	Sports and nation building Critically discuss the coverage of sport, sports personalities and recreational activities by the media	Sports and nation building Evaluate the Ideologies, beliefs and worldviews on recreational and physical activity across cultures and genders	Responsibility of different levels of government Elaborate on the responsibilities of various levels of government to: • Create and amend laws, regulations, rules • Provide community services to promote safe and healthy living environments	Responsibility of different levels of government Critically discuss the community's responsibility to ensure environments and services that promote safe and healthy living	Responsibility of different levels of government Elaborate on educational and intervention programmes that address environments and services that promote safe and healthy living - Evaluate impact studies that relate to projects that address social and environmental issues Formulate a personal mission and vision statement for life based on: • Personal views, values, belief system, religion, ideologies, lifestyle (physical and emotional well-being), environmental responsibility, goals for studies and career choices • Impact of vision on: own actions behaviour in life	
	PET • Participation in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity • Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity. Safety issues relating to participation in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity • Participation and movement performance in programmes that promote long-term engagement in community and/or playground and/or indigenous games or traditional and/or non-traditional sports that promote physical activity										
REQUISITE PRE-KNOWLEDGE	Definition of concepts • Responsible citizenship, discrimination and human rights violation, Bill of Rights, campaigns and events, electronic and print media, freedom of expression, limitations of rights especially the freedom of expression, media campaigns, ideologies, beliefs, worldviews, Constitution of the Republic of South Africa • Safe and healthy living, levels of government and their environmental responsibilities, personal mission statement, personal views, values, belief systems, religion, lifestyle, and vision.			• Grade 11 related content and concepts • South Africa’s diverse religions and belief systems, own values and beliefs, various moral and spiritual issues and dilemmas, respect for differing opinions • Environmental issues causing ill-health, inhumane farming methods, depletion of natural resources (flora and fauna), climate change, mitigation and adaptation				• Understanding the different action/command words • Use the list of definition of concepts • Include key words in terms of different cognitive levels		•	

RESOURCES OTHER THAN TEXTBOOK TO ENHANCE LEARNING	• Bill of Rights, handout on human rights, factsheet on human rights, academic but relevant documents of the role of the media in a democratic country, list of definition of concepts, etc. • Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers, relevant past tests items, information from NGOs, government website											•
INFORMAL ASSESSMENT	A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: Short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.											
SBA (FORMAL ASSESSMENT)	PROJECT (DUE DATE:04 May 2026) PET (26 June 2026)											
TERM 2 COMPLETION DATES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12

2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 12 (TERM 3 11 weeks)

TERM 3	WEEK 1 21- 24 July (4 days)	WEEK 2 27 July – 31 July (5 days)	WEEK 3 03 – 07 August (5 days)	WEEK 4 11 - 14 August (4 days)	WEEK 5 17 - 21 August (5 days)	WEEK 6 24 - 28 August (5 days)	WEEK 7 31/08 – 04 September (5 days)	WEEK 8 7 - 11 September (5 days)	WEEK 9 14 – 18 September (5 days)	WEEK 10/11 21- 23 September (3 days)	
CAPS TOPIC	DEVELOPMENT OF THE SELF IN SOCIETY	DEVELOPMENT OF THE SELF IN SOCIETY	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	TRIAL EXAMINATIONS				
CORE CONCEPTS, SKILLS AND VALUES	- Investigate human factors that cause ill-health, accidents, crises and disasters: Psychological, social, religious, cultural practices and different knowledge perspectives - Factors that contribute to lifestyle diseases: Identify, define and discuss: - Poor eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour - Life style diseases that result from the factors listed above: Cancer, tuberculosis, hypertension, diseases of the heart and circulatory system, sexually transmitted infections (STIs), HIV and AIDS	Human factors that cause ill-health, accidents, crises and disasters: Recommend intervention strategies to deal with lifestyle diseases - Discuss the prevention and control of life, early detection, treatment, care and support for people suffering from lifestyle diseases - Develop action plan for treatment, care and support for people suffering from lifestyle diseases - Critically discuss the need to Commit to participate in physical activities for long term engagement to prevent lifestyle diseases - Discuss the benefits of long term participation - Improves physical, mental, social and emotional wellbeing	The job contract: - Investigate and report on the core elements of job contract - Discuss worker rights and obligations - Elaborate on the conditions of service - How does the job contract provide protection to the employer/employees?	Labour laws: Identify, define and discuss the: - Labour Relations Act (LRA) - Employment Equity Act (EEA) - Basic Conditions of Employment Act (BCEA) How do the labour laws provide protection to the employer/employees?	Equity and redress - Elaborate on the principles of equity and redress - Recruitment process: general trends and practices - Discuss the functions of trade unions and organised labour	Work ethics - Work ethics and societal expectations - The value of work: How work gives meaning to life	LO CAT				

	PET - Participation in programmes that promote long-term engagement in relaxation and recreational activities - Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities - Safety issues relating to participation in relaxation and recreational activities - Participation and movement performance in programmes that promote long-term engagement in relaxation and recreational activities											
REQUISITE PRE-KNOWLEDGE	Definition of concepts - Human factors, Ill health, Lifestyle diseases, action plan, human factors causing ill-health, diseases of lifestyle, eating habits - Job contract, workers’ rights, workers’ obligations, conditions of service, labour laws: Labour Relations Act (LRA), Employment Equity Act (EEA), Basic Conditions of Employment Act (BCEA), equity and redress, trends of recruitment, labour unions (employer and employee organisations), ethics and societal expectations and value of work			- Grade 11 related content and concepts - Balanced lifestyle, factors impacting negatively on lifestyle choices, risky behaviour, socio-economic factors, lifestyle choices, role models, nutrition and wellbeing - Competencies, abilities and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/career interests, expectancy and reality, perseverance			- Understanding the different action/ command words - Use the list of definition of concepts - Include key words in terms of different cognitive levels					
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	- Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites and other related websites, including: https://www.gov.za/documents/disaster-management-act-declaration-national-state-disaster-covid-19-coronavirus-16-mar https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2298-media-statement-sahrc-continues-to-monitor-human-rights-observance-and-calls-for-calm											
INFORMAL ASSESSMENT	A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: Short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.											
SBA (FORMAL ASSESSMENT)	CONTROLLED TEST (14 AUGUST 2026) Learners will spend time outside of contact time to collect resources and information The completion of the task should be facilitated by the teacher in class time PET CAT (FIRST WEEK OF SEPTEMBER)											
TERM 3 COMPLETION DATES	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10		

2026 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 12 (TERM 4)

TERM 4	WEEK 1 06 - 09 October (4 days)	WEEK 2 12 - 16 October (5 days)	WEEK 3 19 - 23 October (5 days)	WEEK 4 26 - 30 October (5 days)	WEEK 5 02- 06 November (5 days)	WEEK 6 09 - 13 November (5 days)	WEEK 7 16 – 20 November (5 days)	WEEK 8 23 - 27 November (5 days)	WEEK 9 30/11 - 04 December (5 days)	WEEK 10 07-09 December (03 Days)
CAPS TOPIC	STUDY SKILLS	STUDY SKILLS	CAREERS AND CAREER CHOICES	CAREERS AND CAREER CHOICES	EXAMINATIONS					
CORE CONCEPTS, SKILLS AND VALUES	- Preparing for success: strategies to follow in order to succeed in the Grade 12 examination - Revision of own study skills	Revision of examination writing skills	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans: Update curriculum vitae (CV): Applications for part-time or full-time employment and/or bursaries	Consider and apply for alternative job or study opportunities Manage responses regarding employment/study/bursary opportunities	National Senior Certificate Exams are administered					
REQUISITE PRE-KNOWLEDGE	Definition of concepts - How to succeed in grade 12, study skills, styles, methods and strategies - Personal career portfolio, post school plans, requirement for admission to different educational fields and qualifications, application, tertiary fees, application for jobs		Grade 11 related content and concepts - Study skills, study styles, study strategy, examination writing skills, time management, - Diversity of jobs, work settings, Competencies, abilities and ethics; advertisement, CV, work ethics, meetings and their management, interviews, job/career interests, expectancy and reality, perseverance		- Understanding the different action/command words - Use the list of definition of concepts - Include key words in terms of different cognitive levels					
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites									
INFORMAL ASSESSMENT	A minimum of one informal task should be given per week An informal task should cover the various cognitive levels For practical demonstration, observation sheets must be used After a reasonable amount of content has been treated, informal assessment must be given									
SBA (FORMAL ASSESSMENT)	FINAL NSC EXAMINATIONS									

PHYSICAL EDUCATION

The following table provides examples of possible physical education activities that can be presented per movement section for Grades 10-12:

Fitness	Games and sport	Recreation
• Aerobics: aqua (water) aerobics, dance aerobics, stepping • Circuit training • Obstacle courses • Walking/running programmes • Endurance/muscle strengthening exercises with/without small apparatus (sticks, balls, ropes, hoops, bean bags, chairs): individually and in pairs • Exercises using weights	• Athletics: field and track events • Relays with and without apparatus • Batting and fielding games: rounders, softball, cricket, baseball • Invasion games: netball, rugby, basketball, soccer, touch rugby • Net/wall games: tennis, volley ball, table tennis • Target games: golf, hockey • Water activities: lifesaving • Swimming games and water sports • Synchronised swimming • Netball, rugby, soccer, hockey, cricket • Softball, baseball, basketball • Mat ball, hand soccer, rounders	• Dancing: social (ballroom, folk), traditional, creative, rhythmical movements with or without hand apparatus • Gymnastics (educational): individual and group activities • Hiking • Orienteering • Self-defence

Safety issues/principles	
• Clothing • Footwear • Size and surface of the play area • Surface of large apparatus • Condition of apparatus	• Warming up and cooling down • Basic first aid • Water safety • Spacing of learners during activities • Following instructions