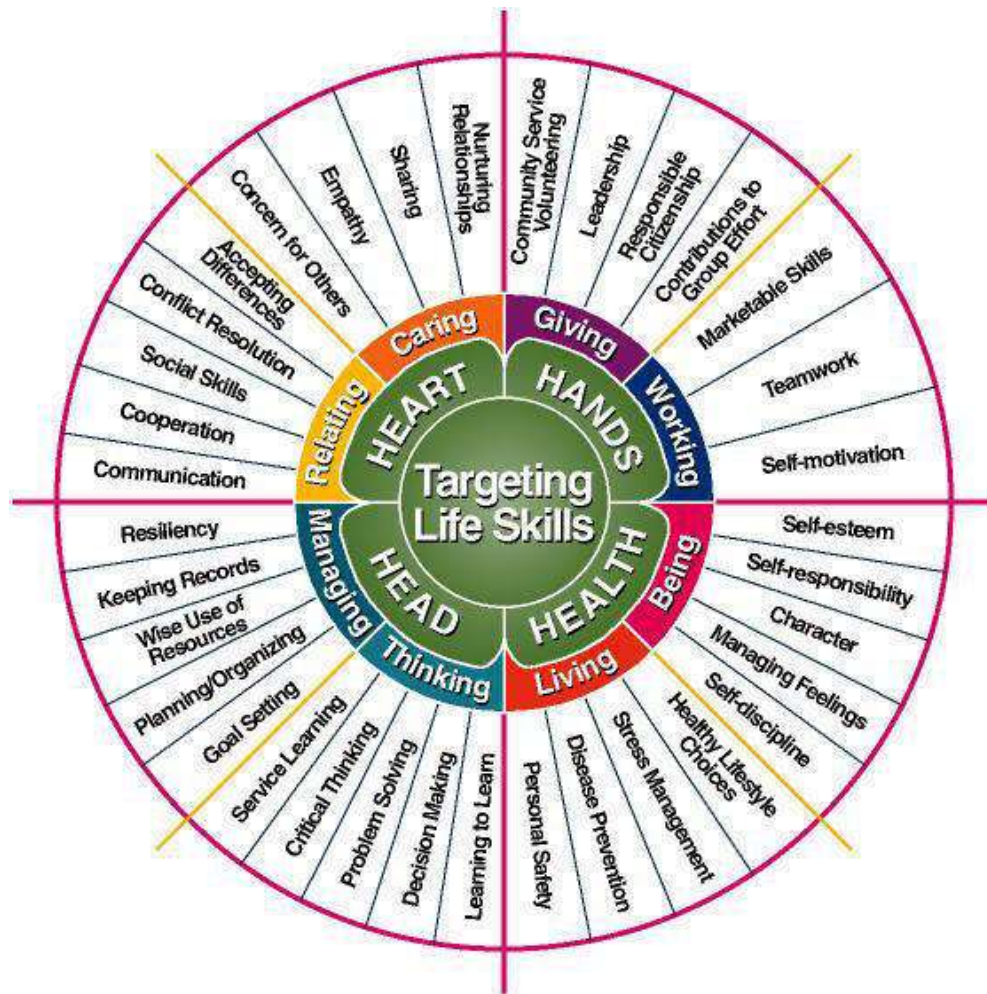




eduresourcza.com



WELCOME TO....

life-orientation

SENIOR PHASE

GRADE 7-9

COMPILED BY MELINA SMIT, SES, LS, CA & LO

...you are a **Life Coach**, yes?

Let's face it—teaching is an emotional roller coaster, and a microcosm for life itself, full of tedium and wonder, disappointment and triumph, down days and days to celebrate. Teachers, who each day face the incredible task of pleasing administrators, outside experts, parents, communities, colleagues, and the students themselves. Sometimes it's empowering to realize that no matter the outside “pressure,” you're in the classroom for a reason, and have a world of potential in your hands; each day to make decisions that impact lives.

www.teachthought.com



EDUCATOR PORTFOLIO LAYOUT

1. Front cover of portfolio:

- 1.1 School badge
- 1.2 Name of School
- 1.3 Subject
- 1.4 Grade
- 1.5 Name and surname of teacher.



2. Second, third & fourth Cover Pages(CP):

- 3.1. Internal moderation template/tool.
- 3.2. External moderation template/tool.
- 3.3. Practical moderation tool.
- 3.4. Relevant Intersen Practical & Theory Moderation & School Visits Plan

3. CP5: Time table with relevant periods clearly indicated.

4. CP 6: Your Senior Phase *Life Orientation* CAPS document

5. CP 7: MARK-SHEETS:

- 1 x class-list/mark-sheet per class for each of the 4 terms
- 1 x PET mark-sheet with dates indicated

6. CP 8: Learning outcomes and assessment standards. (Per Term.)

Each task must be accompanied by its own set of relevant information - lesson plan, clearly set-out task page, rubric, test, memo etc. Please make sure that you follow the CAPS document when standardizing your tasks.

7. CP 9: Term-coverage Cover Page: 1 each for Term 1 – 4 for learners' journal

Use them as the terms progress, as each term will need its own cover page.

8. CP 10: Reflection Sheets for learners. 1 Per practical per term.

9. CP 11: Intervention

10. CP 13: Subject Improvement Plan: Insert plan

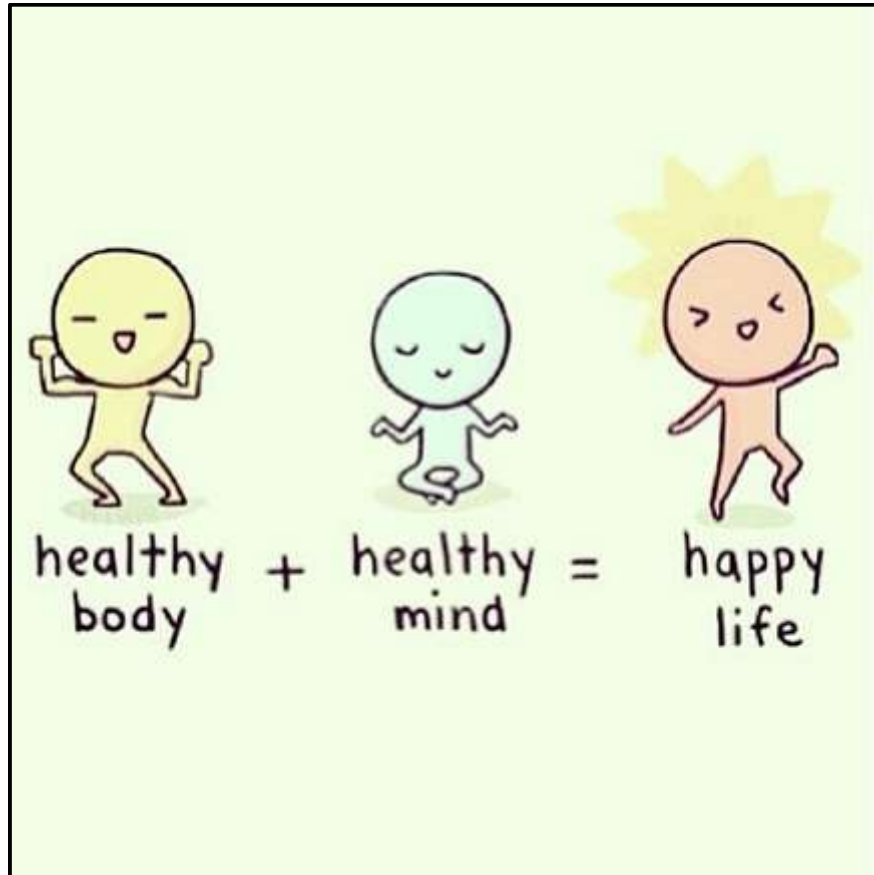
11. CP 14: Enrichment Bank - Notes to the educator. 😊

As we continuously develop tasks & rubrics for you to use, you can insert them in this section. Also, please keep on adding to the content vocabulary of the learners, by having them add to the definitions pages.

Because when you
stop and look
around Life is
pretty Amazing.

_____’s **Life Orientation Journal**

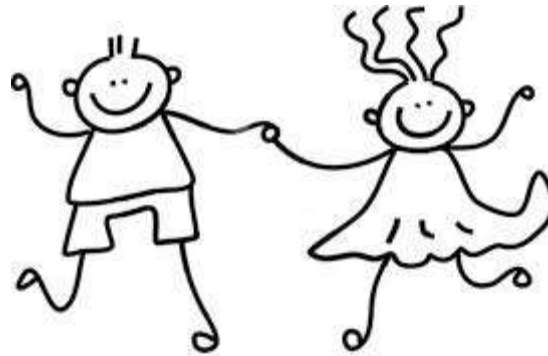
My school: _____



_____’s **Life Orientation Journal**

My school: _____

SUCCESS IS THE SUM
OF SMALL EFFORTS,
REPEATED
DAY IN &
DAY OUT.



_____’s **Life Orientation Journal.**

My school: _____

INTERNAL & EXTERNAL MODERATION TOOLS & PROGRAMS



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Learner names for moderation purposes.

1	5
2	6
3	7
4	8

LIFE ORIENTATION SCHOOL BASED MODERATION TOOL (LEVEL 1 MODERATION)

EDUCATOR:..... SCHOOL:.....

LIFE ORIENTATION PATHWAYS:
(Tick where appropriate)

Development of the self in society (1)

Health, social and environmental responsibility (2)

Constitutional rights and responsibilities (3)

World of work (4)

Physical Education

PETs

1 2 3 4

Criteria

Yes

No

Comments

1. INTERNAL MODERATION (Principal to tick off.)

Do portfolios show evidence of Internal Moderation?

2. TEACHER FILE

Has the Teacher File been submitted?

- Is there an index?
- Is there a timetable?
- Is time allocation in line with policy requirements?
- Is there any teaching plan?
- Is there any program of assessment?
- Are there any lesson plans?
- Is there an indication of resources (textbooks etc.) to be used?
- Are there any formal and informal assessment tasks?
- Are the selected pathways taught and assessed according to teaching plan and program of assessment?
- Do the written assessment tasks reflect a balance of low, medium and high order questions?
- Are the practical assessment tasks appropriate to the Grade Level?
- Are assessment tools relevant to the tasks?
- Are recording sheets included?

3. LEARNER'S EVIDENCE

Have 10% Learner's Evidence been submitted? (minimum of 5 Learner's Evidence in the event of less than 50 Learners)

- Is there an index?
- Does the index clearly reflect tasks and numbering?
- Do the tasks relate to the teaching plan?
- Do the tasks relate to the assessment plan?
- Is there evidence of formal assessment tasks?
- Is there evidence of written assessment tasks?
- Is there evidence of practical assessment tasks?
- Is there evidence that tasks have been marked and recorded appropriately in the recording sheets?

4. GENERAL SUBJECT MODERATOR COMMENTS:

5. SIGNATURES:

Educator:.....	Head of department:	Principal:.....
Print name:.....	Print name:	Print name:.....
Date:.....	Date:.....	Date:.....



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION



Learner names for moderation purposes.

1 _____	5 _____
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____

LIFE ORIENTATION SCHOOL BASED MODERATION TOOL (LEVEL 1 MODERATION)

EDUCATOR:..... SCHOOL:.....

LIFE ORIENTATION PATHWAYS:
(Tick where appropriate)

Development of the self in
society (1)

Health, social and
environmental
responsibility (2)

Constitutional rights and
responsibilities (3)

World of work (4)

Physical Education

PETs

1 2 3 4

Criteria

Yes

No

Comments

1. INTERNAL MODERATION

Do portfolios show evidence of Internal Moderation?

- Signed by:
 - Educator
 - HOD
 - Principal

2. TEACHER FILE

Has the Teacher File been submitted?

- Is there an index?
- Is there a timetable?
- Is time allocation in line with policy requirements?
- Is there any teaching plan?
- Is there any program of assessment?
- Are there any lesson plans?
- Is there an indication of resources (textbooks etc.) to be used?
- Are there any formal and informal assessment tasks?
- Are the selected pathways taught and assessed according to teaching plan and program of assessment?
- Do the written assessment tasks reflect a balance of low, medium and high order questions?
- Are the practical assessment tasks appropriate to the Grade Level?
- Are assessment tools relevant to the tasks?
- Are recording sheets included?

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- Does the index clearly reflect tasks and numbering?
- Do the tasks relate to the teaching plan?
- Do the tasks relate to the assessment plan?
- Is there evidence of formal and informal assessment tasks?
- Is there evidence of written assessment tasks?
- Is there evidence of practical assessment tasks?
- Is there evidence that tasks have been marked and recorded appropriately in the recording sheets?

4. GENERAL SUBJECT MODERATOR COMMENTS:

5. SIGNATURES:

Educator:.....	Head of department:	Principal:.....
Print name:.....	Print name:	Print name:.....
Date:.....	Date:.....	Date:.....

My Timetable.



POLICY DOCUMENTS

MARK SHEETS Term 1-4

Δ^+

TERM 1

term coverage

My teacher: _____

Contact no. _____

My parent/guardian: _____

Contact no. _____

My tasks: My Marks: How well did I manage: Parent/guardian sign:

DHCW

*Assignment/

*Case study/

Design & make _____/70



PET

Participation _____/5

_____/5

_____/5

_____/5

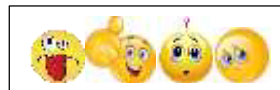


Performance _____/5

_____/5



Written reflection _____



TOTAL: _____/100

Moderated by HOD: _____

Date: _____

TERM 2

My teacher: _____

Contact no. _____

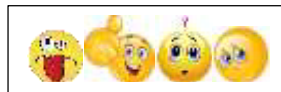
My parent/guardian: _____

Contact no. _____

My tasks: My Marks: How well did I manage: Parent/guardian sign:

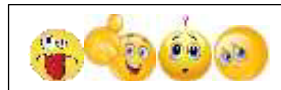
DHCW

Midyear
Exam ____/70

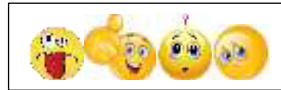


PET

Participation ____/5
 ____/5
 ____/5
 ____/5



Performance ____/5
 ____/5



Written reflection ____



TOTAL: ____/100

Moderated by HOD: _____

Date: _____

TERM 3

My teacher: _____

Contact no. _____

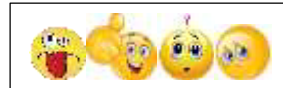
My parent/guardian: _____

Contact no. _____

My tasks: My Marks: How well did I manage: Parent/guardian sign:

DHCW

Project _____/70



PET

Participation _____/5

_____/5

_____/5

_____/5



Performance _____/5

_____/5



Written reflection _____



TOTAL: _____/100

Moderated by HOD: _____

Date: _____

TERM 4

My teacher: _____

Contact no. _____

My parent/guardian: _____

Contact no. _____

My tasks: My Marks: How well did I manage: Parent/guardian sign:

DHCW

Exam ____/70

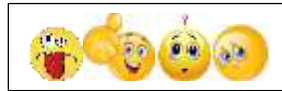
PET

Participation ____/5

____/5

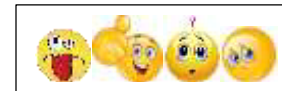
____/5

____/5



Performance ____/5

____/5



Written reflection ____



TOTAL: ____/100

Moderated by HOD: _____

Date: _____

My Written Reflections (Learners complete once per term.)

Date: _____

Task: _____

What did we do today?

Why did we do it?

How did I experience it?



RE-ORIENTATION

NOTES TO THE EDUCATOR!

(Let's re-orientate ourselves.)

In the *Life Orientation* curriculum for Grades 7-9

2.1 WHAT IS LIFE ORIENTATION?

Life Orientation is central to the holistic development of learners. It addresses skills, knowledge and values for the personal, social, intellectual, emotional and physical growth of learners, and is concerned with the way in which these facets are interrelated. Life Orientation guides and prepares learners for life and its possibilities and equips them for meaningful and successful living in a rapidly changing and transforming society.

The focus of Life Orientation is the development of self-in-society. It promotes self-motivation and teaches learners how to apply goal-setting, problem-solving and decision-making strategies. These serve to facilitate individual growth as part of an effort to create a democratic society, a productive economy and an improved quality of life. Learners are guided to develop their full potential and are provided with opportunities to make informed choices regarding personal and environmental health, study opportunities and future careers.

Life Orientation helps learners to develop beneficial social interactions, such as respecting others' rights and values and promotes lifelong participation in recreation and physical activity.

The subject contains the following five topics in Grades 7 to 9:

- 1) Development of the self in society
- 2) Health, social and environmental responsibility
- 3) Constitutional rights and responsibilities
- 4) Physical Education
- 5) World of work

The issues dealt with in each topic are related to the issues covered in the other four topics of the subject. Owing to the interrelated and holistic nature of the subject, the five topics of Life Orientation function interdependently and are considered to be of equal importance. The time spent on each topic may vary and should not be used as a measure of the importance of the topic.

The topics of Life Orientation in Grades 7, 8 and 9 relate to those in the Foundation and Intermediate Phases and Grades 10, 11 and 12. The Grades 7, 8 and 9 Life Orientation curriculum focuses on similar areas of skills, knowledge and values and prepares learners to continue with this subject in Grades 10, 11 and 12. The content taught in lower grades serves as the foundation for the content to be taught in higher grades.

2.2 SPECIFIC AIMS

Life Orientation aims to:

- 1) Guide learners to achieve their full physical, intellectual, personal, emotional and social potential;
- 2) Develop learners' skills to respond to challenges and play an active and responsible role in the economy and society;
- 3) Teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others;
- 4) Guide learners to make informed and responsible decisions about their health, environment, subject choices, further studies and careers; and
- 5) Provide opportunities for learners to demonstrate an understanding of, and participate in activities that promote movement and physical development.

2.3 TIME ALLOCATION FOR LIFE ORIENTATION IN THE CURRICULUM

Two hours per week is allocated to Life Orientation in the National Curriculum Statement (NCS). One hour per week will be spent on Physical Education and the remaining hour will be split among the other four topics. This means that there are 70 hours available for the teaching of Life Orientation. This excludes internal examination periods. The content is grouped in Section 3 of this document and is paced across the 40 weeks (80 hours) of the school year to ensure coverage of the curriculum. A fixed period must be dedicated to Physical Education per week and this period will be labelled *Physical Education* on the school timetable.

When recording and reporting on learner performance in Life Orientation, Grades 7 – 9 the following marks are applicable:

Term	Grade 7	Grade 8	Grade 9	Marks per term	
				Recording	Reporting
1	Written task	Written task	Written task	70	100
	PET	PET	PET	30	
2	Mid-year examination	Mid-year examination	Mid-year examination	70	100
	PET	PET	PET	30	
3	Project	Project	Project	70	100
	PET	PET	PET	30	
4	End-of-year examination	End-of-year examination	End-of-year examination	70	100
	PET	PET	PET	30	
	Total			400	400

The various achievement levels and their corresponding percentage bands are as shown in the table below:

2.4 WEIGHTING OF TOPICS

Topic	Grade 7	Grade 8	Grade 9
	Hours	Hours	Hours
Development of the self in society	10	08	10
Health, social and environmental responsibility	10	08	07
Constitutional rights and responsibilities	07	08	07
World of work	08	08	11
Physical Education	35	35	35
Contact Time	70	70	70
Examinations	10	10	10
Total hours	80	80	80
Total weeks	40	40	40

Outline for examinations

The outline below will be followed when setting the Grades 7 – 9 Life Orientation examination papers.

The paper will consist of **three** sections. Total for examination: **70 Marks**

Section A: 25 marks	Section B: 25 marks	Section C: 20 marks
All questions are compulsory. - A source or case study may be used to contextualise the questions. - The questions should be a combination of three or more types of questions, ranging from fact, what, why, multiple choice, matching columns, missing words and true or false. - Questions will test understanding and factual knowledge. - Responses should be short and direct and range from one word to a phrase or a full sentence.	All questions are compulsory. - Short open-ended, scenario-based, source-based and case study questions. - Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. - Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills. - Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.	Three 10-mark questions will be set of which learners will be expected to answer TWO. - Questions will predominantly focus on the application of knowledge and skills. - Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. - Each question will focus on the specific information or the integration of content. - A short text/diagram/data/graphic/cartoons can be provided as a stimulus.

Note: Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance in a given examination/project/case study/assignment/design and make. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of marking memorandum. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Orientation are the marking memorandum or guideline, criteria checklist, rubric or matrix.

LESSON PLANNING

Dates: __/__/____ - __/__/____

Term: __

Cycle: __

(Cycle 1 would be going through the Time Table for the first time. You will have planned for each cycle of each term by the end of the year. Starting each term with a new Cycle 1.)

Grade: __

Planning

(Exactly what you plan to cover during this cycle with this class of this grade.)

SUBJECT IMPROVEMENT PLANS



SUBJECT IMPROVEMENT PLAN (Please complete in the first month of term 1.)

SCHOOL: _____

SUBJECT: _____

GRADE: _____

TERM 1 & 2:

DISTRICT: _____

YEAR: _____

IDENTIFIED CHALLENGE	PLANNED INTERVENTION	RESPONSIBILITY	TIME FRAME	ACHIEVED	NOT ACHIEVED

NAME

SIGNATURE

DATE

EDUCATOR: _____

PRINCIPAL/HOD: _____

SUBJECT ADVISOR: _____



SUBJECT IMPROVEMENT PLAN (Please complete in the first month of term 3.)

SCHOOL: _____

SUBJECT: _____

GRADE: _____

TERM 3 & 4

DISTRICT: _____

YEAR: _____

IDENTIFIED CHALLENGE	PLANNED INTERVENTION	RESPONSIBILITY	TIME FRAME	ACHIEVED	NOT ACHIEVED

NAME

SIGNATURE

DATE

EDUCATOR: _____

PRINCIPAL/HOD: _____

SUBJECT ADVISOR: _____

LEARNER INTERVENTION



www.swsc.org/page/728

Enrichment Bank



NOTES TO THE EDUCATOR!

The Journal Idea...

.... might feel a little weird in the beginning but, as the continuously developing Info Pack aims to assist educators with a tool/assignment & assessment “bank” to begin with the end in mind (see note on: 😊 generic tasks & rubrics)

- we essentially want to stop re-inventing the wheel every year by using a “progressive content stacking methodology” facilitated by the educator.
- give the learner a memo of all the content definitions as well as individual & co-operative education experiences accumulated in the phase.
- hand the learner a very important *Life Skill* in the form of the learning methodology of WHAT WHY HOW assisted by the educator: Writing down **What** they did (simple, literal conceptualizing) **Why** they did it (applying the theory relevant to the practical) and **How** it felt doing it (evaluating and internalizing and putting the experience into words).
- make it possible to moderate and quality assure the whole *Life Orientation* subject in one evidence based format (Often the subject is divided into its subsections & taught by different educators.)
- assist the learner in *critical thinking techniques, *language across curriculum and *problem-solving.

– working though the assignment step by step with the educator; then together with the group-members & lastly reflecting on the What, Why & How of the experience and then documenting the outcome by evaluating their own ability according to the rubric is a Life Long Technique for analyzing, answering and evaluating “problems”.



We are all a little weird and
 Life's a little weird,
 And when we find someone whose
 Weirdness is compatible with ours,
 We join up with them and fall in
 Mutual weirdness and call it Love.
 —Dr. Seuss

Development of self in society.

My Definitions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Continue on your own along these lines.



Health, social and environmental responsibility

My Definitions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Continue on your own along these lines.



Constitutional rights and responsibilities

My Definitions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Continue on your own along these lines.



World of work

My Definitions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Continue on your own along these lines.



Physical Education

My Definitions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Continue on your own along these lines.



DEVELOPMENT OF SELF

How do I perceive myself?

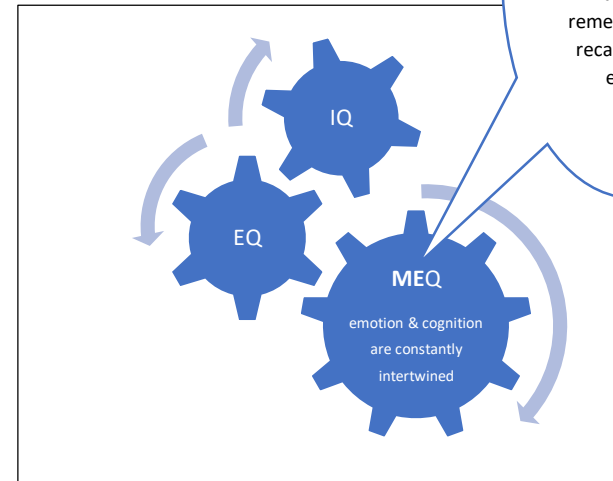
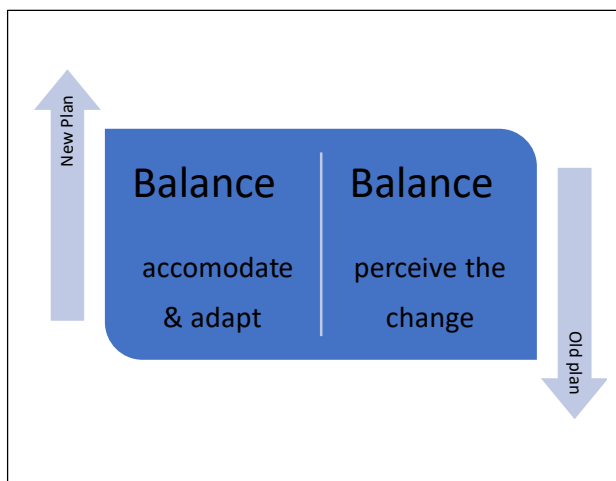
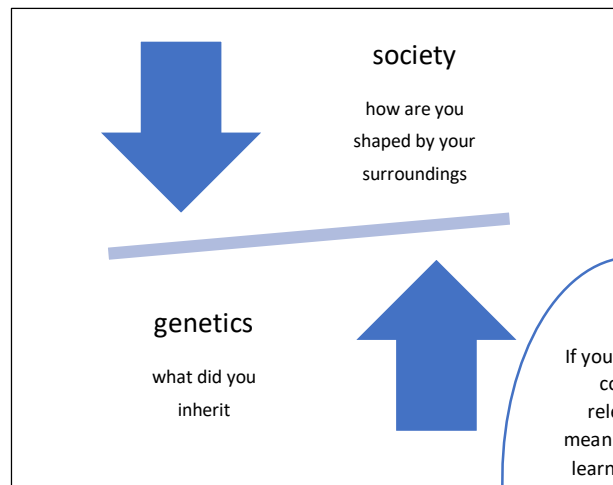
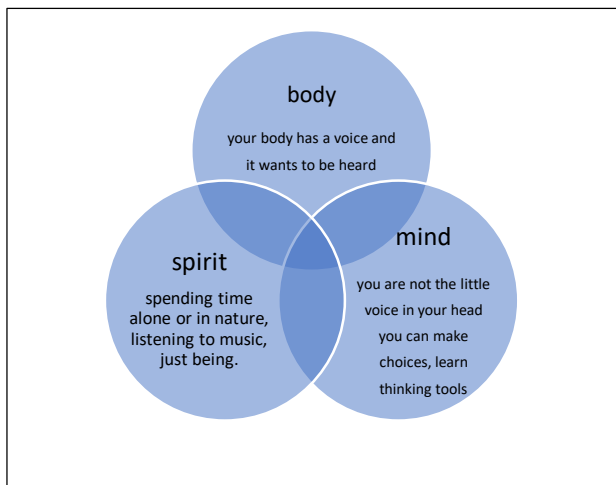
How does a 10-year-old perceive the concept of self?

How does a 12-year-old perceive the concept of self?

How does a 14-year-old perceive the concept of self?

How does a 16-year-old perceive the concept of self?

YOUR WORDS		MATTER
INSTEAD OF...	TRY	
 Be quiet.	Can you use a softer voice?	
 What a mess!	It looks like you had fun! How can we clean up?	
 Do you need help?	I'm here to help if you need me.	
 I explained how to do this yesterday.	Maybe I can show you another way.	
 Do I need to separate you?	Could you use a break?	
 Stop crying.	It's okay to cry.	
 Do you have any questions?	What questions do you have?	
 You're OK.	How are you feeling?	



Generic Tasks & Rubrics.



"If you are not prepared to be wrong, you will never come up with something original."

artreekids.wordpress.com



Generic Tasks & Rubrics: PLEASE use the following example ideas, tasks and rubrics for gr7-9. Keeping in mind that they are **generic** and all-inclusive and need to be simplified for younger learners, by "unpacking" terminology as well as skills in your class using a "**progressive content stacking teaching methodology**". Paste the relevant Task & Rubric in their journals. (You can even use parts of the rubric.) Discover new terms like "correct breathing" and "oxygenating the blood" and "collaboration" and "conflict" etc. with the learners as you progress through the tasks and let them write it up in the **MY Definitions** part of their journals. Choose a day in the process of completing the assignment to assist them in reflecting & writing about what they are doing and learning and experiencing in the **My Reflections** part of their journal that will stay with them from grade 7 right through to grade 9. **Generic Tasks & Rubrics** will be sent to you as we develop or discover it, but PLEASE keep on developing your own and please share it with us.



Colour Therapy – A exercise in relaxation & focus



Colour Therapy – A form of meditation.

Life Orientation

Term: _____

Grade: _____

Active relaxation.

(NO marks! Activity. Yai!!) #canbeusedforjournalreflection

1. Breathing exercises- one of the most efficient relaxation techniques for both adults and children

You should tell your child to lie comfortably on his bed, close his eyes and place one hand on his chest and another on his stomach.

Then ask him to imagine that, as a game, he's an accordion and he should breathe deeply and slowly through his nose and exhale gently through his mouth.

Invite him to perform at least five breaths, rest and then repeat. Accompany him in doing the exercise so he also feels comforted by your presence.

youaremom.com

2. Power down Robot: Relaxation & Meditation script. (Adapt for your situation.)

Close your eyes, be very still and imagine that you are a robot. Your whole body is made of metal. The lights on your arms and legs and stomach are flashing brightly. The robot also makes all sorts of beeping and bleeping noises. It is a very noisy robot. Now you are going to see if you can switch the robot off and make every part of your body completely still. Start with your right leg – bring all your attention to your right leg and turn off the switch. Your right leg becomes totally still. Now, do the same to your left leg, switching off the switch and watching the bright lights on that leg turn off. Switch off the light on your stomach and make it very, very still inside. Now do the same to your arms, turning off the lights and letting your arms become very still and heavy. Finally, turn off the switch in your head. Switch off your mouth, switch off your nose and eyes and finally switch off your breath. You should feel very still now. See how still you can make your robot body.

Don't forget that if you move anything, the lights will go back on – so stay as still & relaxed as you can!

<http://littlefloweryoga.com>

3. Progressive Muscle Relaxation

Progressive muscle relaxation offers a wonderful way to relieve stress. This is accomplished by tensing and then relaxing different muscle groups in your body.

- Face - Ask your child to scrunch up her nose and forehead like she smells something strange, and then have her relax her face. Repeat three times.
- Jaws - Ask your child to clench her jaws together tightly like she's a dog hanging on to a bone, and then have her release that imaginary bone and let her jaw go completely loose. Repeat three times.
- Arms and shoulders - Ask your child to stretch her arms out in front of her, and then raise them above her head and stretch as high as she can. Have her drop her arms and let them hang loose. Repeat three times.
- Hands and arms - Ask your child to imagine squeezing an orange as hard as she can with one hand, and then dropping that orange on the floor and letting her arm and hand go limp. Repeat three times, and then switch to the other arm.
- Stomach - Have your child lie on her back and clench her stomach muscles as hard as she can for just a moment. Have her release them and relax. Repeat three times, and then have her do the same technique while standing up.
- Legs and feet - Have your child stand and press her toes against the floor as though she is digging them into sand at the beach. Have her alternately press them and spread them enough to feel it in her legs, and then have her relax. Repeat three times.

stress.lovetoknow.com

Watch these video clips on relaxation & meditation.



Progressive Muscle Relaxation- for kids and adults!

therapYi
YouTube - Jul 27, 2011



Mindful Minute: Quick Mindfulness Meditation Exercise for Kids by ...

gozenonline
YouTube - Jul 21, 2016



Guided Sleep Meditation for Kids and Parents | Relaxation ...

livewellseries
YouTube - Oct 25, 2013



Life Orientation: Getting in touch with our emotions.

Term: _____

Grade: _____

Creating a freeze picture story. (20 marks)

“FREEZE PICTURES” ... are the basis of all stage plays, movies, TV series and even advertisements!

- ❖ they are “still-photo’s” (montages or statues) of one or more people
- ❖ showing an emotion or action or happening that is now “frozen” in time
- ❖ in a FREEZE PICTURE, no-one must move, every-one must breathe shallowly, until the signal comes to “unfreeze” - then you can take an energetic breath!
- ❖ use different levels, such as: standing up, sitting down, leaning on a friend or even lifting some-one up
- ❖ and ALWAYS remember where the audience is: they must be able to see you clearly
- ❖ VERY IMPORTANT: YOU MUST HAVE A SCHEMATIC PICTURE OF YOUR FREEZE-FRAME SEQUENCE. (SIMILAR TO A COMIC STRIP)

You will do a creative workshop making “statues” and freeze-frames (montages) with your bodies on your own and in groups in a 3D space:

- EMOTION FREEZES – happy, sad, angry, bored, excited
- ENERY FREEZES – I’m in a hurry; I am running scared; I have a sore tummy; I am very old; My leg is broken
- PLACES (CONTEXT) FREEZES – In the ICU; After the bomb went off; We just won the lottery; In a Super Hero Movie.

Task

- ❖ Divide into groups of between 5 and 6
- ❖ Choose any well-known fable, fairy-tale, bible story or even a favourite story in one of your reading books, like Cinderella, Red Riding-hood or Humpty Dumpty.
- ❖ In you group, read through the story.
- ❖ Ask your teacher to make copies of the story for each of the group members.
- ❖ Now decide on 6 possible “freeze pictures” you as a group can make “telling” important parts of the story. (Almost like the pictures in a story-book.)
- ❖ PERFECT! Now use the group “pictures” to “build” the story.
- ❖ Ask some-one in one of the other groups to be your “reader”, so mark carefully the places where you want them to read a little bit slower so-that your group will have time to “freeze” for the picture and “defrost” in time to move towards the next “freeze”-picture.
- ❖ Mark your freezes (red) and “defrosts” (green). Remember that you will need time to move from one freeze picture to the next.
- ❖ Very important note to the teacher: REMEMBER THE SCHEMATIC DRAWING & WRITTEN REFLECTION OF EACH LEARNER.! ENJOY!!

LO: Performing Arts – Drama

Term: _____

Grade: _____

Creating a freeze pictures story.

(20 marks)

Assessment

(All the names and surnames of group-members appear on the assessment form, although you are only assessing one learner / assessment form. The name of that learner must be on top of the list.)

Names of group members:

Performance date: ____/____/____

Teacher:

Moderated by:

Date:

Name of performance piece: _____

	1	2	3	4	5
Preparation & Practice: Working as part of a group. – SCHEMATIC DRAWING					
Technique of freezing, “defrosting” & making 3D pictures (Use of interesting shapes & levels)					
Expressiveness and confidence during performance: body & face					
Did the pictures support the story-line and did the interpretation and performance work?					
TOTAL	20				

Added notes on the performance: _____

LO: Devising and performing a short play/sketch

Term: _____

Grade: _____

Creating scene/sketch or short play.
(20 marks)

“CREATING SKETCHES” ... a short version of a play.

1. All sketches fall into the following: for entertainment; for educational purposes or because you have “something important you really want to say to people”
2. It can be a comedy, tragedy or drama
3. You can choose a sketch from google, write your own or take a story and adapt it. Your teacher will assist you with this.
4. You need to decide on the structure: will it have a clear beginning, middle and end with a climax? Will it begin at the end and then work backwards? Will it be a “cliff-hanger”?
5. The blocking – meaning what actors will do while they are “saying the words” – must make interesting pictures (remember freeze-frames) using different levels, such as: standing up, sitting down, leaning on a friend or even lifting some-one up and using props & décor
6. Remember: Acting is reacting! Listen to your fellow actors and respond and your acting will be believable
7. Make sure you use your face and body to portray your character and
8. ALWAYS remember where the audience is: they must be able to see and hear you clearly
9. WRITTEN COMPONENT: A SHORT REFLECTION OF WHAT YOU DID AND HOW YOU EXPERIENCED IT – what did you do, why did you do it, how did you experience it....

Task

- ❖ Divide into groups of between 3 and 5
- ❖ Decide on your sketch – no’s 1-4 of “Creating Sketches” – every-one in the group should bring examples or ideas for you to help decide as a group
- ❖ BE CLEAR ON THE MESSAGE YOU WANT TO CONVEY TO THE AUDIENCE.
- ❖ Now divide responsibilities of getting props and décor and costume and decide on a time-frame.
- ❖ Ask your teacher to make copies of the play/sketch/story for each of the group members.
- ❖ Now decide on at least 6 possible “pictures” you as a group can make “telling” important parts of the story – we call this “blocking”
- ❖ PERFECT! Now start learning words and rehearsing
- ❖ Keep speech techniques like: projection, articulation, resonance & intonation in mind – you must be heard, for the audience to understand your sketch
- ❖ Keep in mind your physical characterization – how does the character walk, move?
- ❖ Keep in mind where the audience will be sitting and that they must clearly see your characterization
- ❖ REMEMBER TO HAND IN A SHORT, WRITTEN REFLECTION! ENJOY!!

LO: Devising and performing a short play/sketch.

Term: _____

Grade: _____

Performing a scene/sketch/short play.

(20 marks)

Assessment

(All the names and surnames of group-members appear on the assessment form, although you are only assessing one learner / assessment form. The name of that learner must be on top of the list.)

Names of group members:

Performance date: ____/____/____

Teacher:

Moderated by:

Date:

Name of performance piece: _____

Name of author: _____

	1	2	3	4	5
Preparation; Written reflection; Practice & Inter-action: Working as part of a group. Acting is re-acting.					
Technique of voice: Projection, articulation, resonance & intonation					
Physical expressiveness and emotional connection during performance – self-confidence & interpretation: body & face					
Did the blocking (picture-making) underscore the scene, and did the performance work – keeping in mind the reaction of the audience?					
TOTAL	20				

Added notes on the performance: _____

Yoga – so many reasons why it should be your GO-TO warm-up exercise.





1. Mobility

Yoga is a fantastic way of making yourself more flexible, thereby increasing your mobility by increasing your range of motion and lengthening muscle tissue whilst stabilising a joint forming greater integrity and strength.

2. Strength

By regularly performing yoga, you can build a great deal of functional strength that focuses on developing both the upper and lower body in a dynamic and static manner. It is also fantastic for developing a strong core.

3. Body awareness

No this isn't some spiritual mumbo jumbo, more about knowing what your extremities are doing at any single moment. By developing a greater awareness of what your body is doing, you are able to make technical changes with greater ease.

4. Ease of movement

Yoga teaches the skill of breathing which allows you to perform with effort whilst at the same time moving with ease. Learning to breath in coordination with movement allows us to perform in a much more relaxed state.

5. Recovery

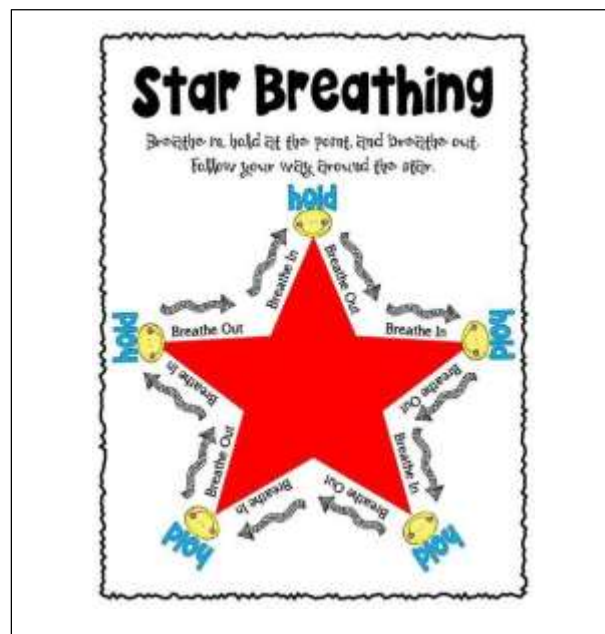
Tightness is a common issue in rugby players which severely restricts mobility. Whilst yoga helps ease these issues, the style of yoga can also be tailored to be less strenuous on the body, whilst helping ease the aches and pains after a game.

6. Injury prevention

By developing mobility, strength and body awareness through regular yoga sessions, you can help to significantly reduce the risk of picking up injuries. Yoga is a great way of both preventing and rehabilitating injuries.

7. The mental game

Once again, we're not talking about spiritual learnings, but with an increasing emphasis on the mental aspect of rugby, the ability of players to learn to control their emotions before a game is a huge bonus of regular yoga sessions
<http://intheloose.com>



The Sun Salutation is one easy sequence that can change your life!



PLEASE VISIT THIS LINK AND SEE THE YOGI IN ACTION.

[//www.natureponics.net/this-sun-salutation-sequence-will-revitalize-your-body-and-give-you-a-morning-boost/](http://www.natureponics.net/this-sun-salutation-sequence-will-revitalize-your-body-and-give-you-a-morning-boost/)





Teachthought.com

1. An open-ended question that gets them writing/talking

Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, students usually answer ‘yes.’ So of course it’s surprising when several students later admit that they’re lost.

To help students grasp ideas in class, ask open-ended questions that require students that get students writing/talking. They will undoubtedly reveal more than you would’ve thought to ask directly.

2. Ask students to reflect

During the last five minutes of class ask students to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

3. Use quizzes

Give a short quiz at the end of class to check for comprehension.

4. Ask students to summarize

Have students summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

5. Hand signals

Hand signals can be used to rate or indicate students’ understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group7. **Four corners**

A quick and easy snapshot of student understanding, Four Corners provides an opportunity for student movement while permitting the teacher to monitor and assess understanding.

The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include “I strongly agree,” “I strongly disagree,” “I agree somewhat,” and “I’m not sure.”

8. Think-pair-share

Students take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.

9. Choral reading

Students mark text to identify a particular concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading dialogue.

10. One question quiz Getting to know each other.

6 Facets Of Understanding

Facet	Summary
Explanation	To ensure students understand why an answer or approach is the right one. Students explain or justify their responses or justify their choice of action.
Interpretation	To ensure students avoid the pitfall of looking for the 'right answer' and demand answers that are principled, students are able to encompass as many salient facts and points of view as possible.
Application	To ensure students' key performances are conscious and explicit reflection, self-assessment, and self-adjustment with reasoning made evident. Authentic assessment requires a test of simulated audience, purpose, setting, and options for personalizing the work, realistic constraints, and background noise.
Perspective	To ensure students know the importance or significance of an idea and to grasp its importance or unimportance. Encourage students to step back and ask, "What of it?" "Of what value is this knowledge?" "How important is this idea?" "What does this idea enable us to do that is important?"
Empathy	To ensure students develop the ability to see the world from different viewpoints in order to understand the diversity of thought and feeling in the world.
Self-Knowledge	To ensure students are deeply aware of the boundaries of their own and others' understanding; able to recognize their own prejudices and projections; has integrity - able and willing to act on what one understands.

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1. What evidence can you present for/against...?
2. How does ... contrast with ...?
3. How could you outline or concept map...? Explain your response with examples.
4. Why is ... significant? Explain your reasoning.
5. What are the advantages and disadvantages of ...?
6. What is the point or 'big idea' of ...?
7. How could you judge the accuracy of ...?
8. What are the differences between ... and ...?
9. How is ... related to ...?
10. What ideas could you add to ... and how would these ideas change it?
11. Describe ... from the perspective of
12. What do you think about ...? Explain your reasoning.
13. When might ... be most useful and why?
14. How could you create or design a new...? Explain your thinking.
15. What solutions could you suggest the problem of ...? Which might be most effective and why?
16. What might happen if you combined ... and ...?
17. Do you agree that ...? Why or why not?
18. What information would you need to make a decision about ...?
19. How could you prioritize ...?
20. How is ... an example of ...?
21. What are the most important parts or features of ...?
22. Which details of ... are most important and why?
23. What patterns do you notice in ...?
24. How could you classify ... into a more/less general category?
25. What makes ... important?
26. What criteria could you use to assess ...?
27. How could ... and ... function together? How do they work separately and together and different ways?
28. Where is ... most/least ...? Explain your reasoning.



28 Critical Thinking
Question Stems for Any
Learning Area. Adapt
according to the grade in
front of you.



TeachThought

On ways to utilize Bloom's Taxonomy...

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading

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WE GROW TEACHERS

"The best education is not given to students; it is drawn out of them. It is the supreme art of the teacher to awaken joy in creative expression and knowledge. Good teaching is more a giving of right questions than a giving of right answers."

www.prodigygame.com



Think of your
learners as teams –
you are their
COACH.

Build a Team

27 ways to build a team

RECOGNIZE Recognize the need for a team. Read, research, study, and make sure you believe a team is necessary. 	Demonstrate Demonstrate the need for a team. Play a game or present a problem that demonstrates that a team is better than an individual. 	Show Show the outcomes of a team work product and an individual work product. Was their more synergy with the team?
Sell Sell the need for a team. Bond Begin the bonding process by giving the teams a challenge. Each team will compete against the other teams. Set a time frame. Watch As you move around to the teams watch for people without a voice. Encourage the team to listen to everyone.	Assess Take a pre-assessment to determine the skills and knowledge of the potential team members. Facilitate Move around to the teams and facilitate the discussion. Ask how they will begin the challenge. Ask if they need any resources. Ask Ask if there are roles that each team member needs.	Create Create teams with diverse skills and knowledge. Supply Supply the teams with markers, poster paper, and access to content to research how to accomplish the challenge. Present Ask each team to present. The most comfortable team member can present.
Debrief Spend time as an entire group and as a team debriefing. Ask them to discuss how they worked as a team and what they could do better.	Take enough breaks for the teams to be refreshed between activities. Break	Discover Spend time discovering who everyone in the group is. Play games/running get-to-know-you games.
Ask each team to set rules (or a code of conduct) that governs how they deal with each other and the other teams. Rules Point Point out good team characteristics. Mix Mix up the teams at the completion of projects or lessons. Let the team members try new teams.	Speak-up Encourage the team to discuss how each member will be given a voice. Work Work through team conflict. Ask other teams to intervene and give advice. Grade Be careful to let the individual be graded on their own work and not that of others.	Play Play a fun game. Have team versus team participate for a prize. ESCAPE Offer all team members a safe escape if they are uncomfortable. Reporting Have teams create a chain of command for reporting concerns with a team member or the project.
Encourage the team to grow into a deeper understanding of other's point of view. Teach them how to ask each other questions to go deeper. Grow	Reward good team work. REWARD	Have a reason for the team. If you plan to talk at them, there is no point in the team. Create something for the team to do. Let them solve the problem. Reason

By: Mia MacMeekin
[HTTP://ANETHICALISLAND.WORDPRESS.COM](http://anethicalisland.wordpress.com)



A few
ideas from
learners.



Alternatives to Traditional Homework			
The situation	Instead of this homework	Try this	When and where
You introduced new material to us in class	Assigning a question set so we will remember the material	Ask us to think up a homework task that follows up on this class. What would our task look like? Why are we assigning it?	Model this in class, then have us come up with ideas. Use our best ideas as subsequent assignments.
You want us to read an article before a class discussion	Making us answer questions that prove we have read it	Ask us to write down two or three questions we have after reading it.	We can text or email you the questions before discussing the article in class.
You want to see if we understand a key concept (e.g., literary irony; checks and balances in government; the turn of seasons; mathematical functions)	Making us complete a worksheet	Ask us to demonstrate the concept for the class in small groups, using any medium we choose (drama, art, writing, games).	Not a final assessment but a quick activity in class, so we can review the concept together and you can tell if we understand.
You have demonstrated a mathematical procedure and you want us to see how it applies in various situations	Assigning us ten word problems that involve this procedure	Ask small groups to choose from your examples <i>one</i> word problem where this procedure applies in the real world, then solve it and present it to the class	In class, so you can coach us as we work through the problem and help clarify any confusions when we present.
You want us to memorize facts (e.g., dates in history; spelling or grammar; vocabulary; elements of the periodic table)s	Handing out a list that we will be tested on later	Ask each of us to create and share with the class a memorization trick (e.g., music, acronym, visual cue, gesture; cognate) that works for us with at least one item on this list.	In class or outside school, by ourselves or in small groups.
You want us to remember what you taught us last month	Assigning a review sheet at the end of the unit	Give us frequent <i>short</i> pop quizzes about earlier material. Go over the quiz with us right afterward, but don't count the grade.	In class, so every few days you see and can address what we have forgotten.

Kathleen Cushman's [Fires in the Mind](#)



In conclusion: please, always use a holistic approach to the learners in front of you!! Think out of the box! Be open and approachable! Be agile! Be strict, but kind. Be happy! Be consistent in your treatment of each child. Be willing to say sorry. Love what you do! And never forget the importance of practicing & inspiring Life Long Learning! – Melina Smit.

All the best things in life are worth the EFFORT YOU PUT IN!

