



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

## LIFE ORIENTATION

(LO)

---

### COMMON TASK FOR ASSESSMENT

#### Standardised Assessment Task

Grade 9

2009

#### TEACHER'S MANUAL

#### SECTION A

🕒 Time: 5 hours

✓ Marks:  $120/2 = 60$

📄 No. Pages: 29

**ME, MY HEALTH, MY ENVIRONMENT AND MY CAREER**

<b>Task 1</b>	<b>LO</b>	<b>Activity</b>	<b>Assessment tool</b>	<b>Resources</b>	<b>Mark</b>	<b>Time</b>
Physical development and movement	4 Assessment standard 2, 3, 4	Activity 1.1 Choose <b>ONE</b> of the 4 activities	Rubric	Mats/ grass or any clean & flat surface /classroom / music / CD player / DVD player	15	90 minutes
Preparing for the soccer world cup	4 Assessment standard 4	Activity 1.2	Memorandum	No resources required	10	20 minutes
<b>Task 2</b>						
Orientation to the world of work	5 Assessment standard 1	Activity 2	Memorandum	No resources required	15	30 minutes
<b>Task 3</b>						
Self – awareness	3 Assessment standard 1, 2, 6	Activity 3.1	Memorandum	No resources required	10	15 minutes
Take responsibility for your own action	3 Assessment standard 2, 3, 4, 6	Activity 3.2	Memorandum	No resources required	10	15 minutes
Decision making	3 Assessment standard 5, 6	Activity 3.3	Memorandum	No resources required	10	15 minutes
<b>Task 4</b>						
Voter education	2 Assessment standard 1, 2	Activity 4.1	Memorandum	No resources required	10	20 minutes
Rights, democracy and me	2 Assessment standard 2, 1, 3	Activity 4.2	Memorandum	No resources required	10	15 minutes
Human Rights	2 Assessment standard 4, 1, 3	Activity 4.3	Memorandum	Information page	10	10 minutes
<b>Task 5</b>						
Health Services providers and living healthy	1 Assessment standard 4	Activity 5.1	Memorandum	Webpage / library / local library / day clinic / hospital /	14	50 minutes
Drug abuse	1 Assessment standard 3, 4	Activity 5.2	Memorandum	Day clinic / drug abuse rehabilitation centers / school clinics	6	20 minutes
<b>Total:</b>					<b>120÷2=60</b>	<b>5 hours</b>

## NOTE TO TEACHERS AND LEARNERS

**Theme: “ME, MY HEALTH, MY ENVIRONMENT AND MY CAREER”**

### BACKGROUND

The CTA consists of two sections: Section A and Section B. Section A consists of 120 marks and Section B consists of 80 marks. The time allocation for Section A is 5 hours and for Section B it is 2 hours.

Refer to the summary table on the previous page for the allocation of time, marks, Learning Outcomes and Assessment standards. Section A consists of 5 tasks.

Task 1 focuses on physical development and movement and it gives the description of sequences and skills for games, gymnastics, and aerobics and dance activities. The learners only need to choose **ONE** out of four activities for assessment. The chosen activities for this CTA should be assessed in the second term. Learners should be exposed to all the activities in the CTA so that they can choose which of them they will offer for assessment.

A CD is included to guide teachers as how to teach the skills and sequences of the activities. The CD provides examples of the movement sequences and teaching strategies that can serve as a resource for the teachers and learners.

Should the learners not be in a position to perform the chosen activities due to physical challenges, they can study the sequence on CD and then assist in the assessment of the activities, or perform an adapted version of any of these activities.

If able-bodied learners are not capable of performing the activity on the day, due to injuries, a medical certificate is required.

A theory section is included to this question which can be done as a pen and paper activity.

Tasks 2, 3, and 4 can be done during lesson periods as they need reading, analyzing and answering questions. Each question can be done separately in different lesson periods. The tasks for Section A will be done under the supervision of the Life Orientation teacher who will assess the tasks and activities on a continuous basis.

Task 5 requires research at libraries, visiting websites and maybe a visit to a day hospital or other institutions. However, the tasks should be written up under controlled conditions in the classroom.

The CTA for 2009 consists of four documents, namely:

### **Section A**

1. Learner's Book
2. Teacher's Book which includes a table summarising all the activities and the memorandum for Section A.

## **Section B**

1. Learner's Book
2. Teacher's Book including the marking guidelines for Section B.

The School Management Team in conjunction with the teacher should ensure that all the necessary resources and stationery are made available prior to the commencement of the tasks.

The tasks in Section A require learners to acquire and show their competencies of the Learning Outcomes. The tasks and activities in Section A and Section B will focus on the application, analysis and understanding of knowledge, skills, values and attitudes required for Grade 9 in Life Orientation. Section B should be completed under strict examination conditions according to a set national timetable.

## **MANAGEMENT OF THE CTA**

Make sure that all the necessary resources are available before each task or activity is started.

## **RESOURCES REQUIRED**

- Modified soccer: Balls; skittles ; bottles ; markers; soccer poles ; any improvised poles ; grass area ; tarmac ; clear and safe playing area ; whistle.  
Gymnastics, aerobics and dance: music; tape recorder; a clear practice area; tarmac; hall; classroom or mats.
- Dictionary; access to the web pages; library; your provincial education and community libraries.
- A3 paper per learner
- Answer books for Sections A and B of the CTA and blue or black pens

## **Section A must be completed before Section B is written.**

The 5 hours allocated for this section should be strictly spent during school hours.

## LIFE ORIENTATION CTA – GRADE 9

**TASK**

**1**

**ACTIVE PARTICIPATION IN PHYSICAL  
DEVELOPMENT AND MOVEMENT**



Individual  
activity /  
Group work



**TIME: 90 min**



**MARKS: 25**



### **Activity 1.1**

Refer to Annexure A.

Before teaching learners any of the skills they should be exposed to warming-up activities.

The purpose of warming up activities is not only to prepare learners for strenuous physical activities but also to bring them in the right state of mind. One of the ways to achieve this is by helping to increase the body's core temperature, while also increasing the body's muscle temperature. By increasing muscle temperature you're helping to make the muscles loose, supple and pliable.

These activities should be presented before starting any movement activity and should be appropriate to the activity that will be presented. Warming up should not exceed 3 minutes before you present the skills that learners must practice. Make sure learners are comfortable with prior skills before teaching them new skills.

Teachers – remember: The learners should have acquired the basic skill development of the movement sequences and activities before attempting any of the prescribed sequences. At all times coach them to refine their movements. They should acquire the skills at their own pace and ability. Do not rush them too much. The skills should be taught in a gradual progressive manner.

Basic steps like walking, running, jumping, space awareness should be taught and learners should be allowed to refine the movements by practicing on their own. The teacher can use the video as a teaching aid to show the demonstrations.

When preparing for the CTA assessment the learners should decide which activity they will participate in.

Group work is of utmost importance in all the activities. Teachers should highlight the skills that they want learners to learn and execute, i.e. hand-eye- coordination, foot-eye- coordination, kicking and throwing accurately etc.

Learners who are physically challenged should study the movement skills and coach their peers. They can also design their own sequences and explain this to the teacher.

See rubric on page 10 to assess learners.

Refer to the Skills required – section of each task. These activities should be taught to all learners so that they develop the necessary skills required for assessment purposes.

Refer to annexure B for basic warming up activities for learners. Also, watch the CD with Annexure A, if you are not sure about the skills and sequences that are required.

Refer to the skills required in the learner's book and coach these activities first before teaching the prescribed sequences.

### 1.1 Modified soccer

This execution of the activity requires basic skill training in soccer, which includes dribbling, kicking, throw-in, aim and shooting at goal, intercepting and stopping the ball. When coaching this activity, remember to emphasize foot-eye coordination, accuracy, teamwork, spontaneity and active participation.

Divide learners in groups of 6 or 9 depending on the class size. First let them practice these activities under supervision and encourage them to practise these activities on their own.

### 1.2 Gymnastics

Gymnastics movements require gradual progressive teaching of skills so that the activities will be executed safely, with the necessary skill and refinement – to the learner's best ability. The idea is not to make Olympic gymnasts from learners but to teach them basic movement skills, execution of the different movements and how to refine gymnastic sequences. Work within the ability range of learners. In other words don't attempt difficult gymnastic exercises.

This activity is performed in two's and should be synchronised. That means that learners will start the sequence at the same time taking into consideration time, space and reaction time.

### 1.3 Physical fitness (Aerobics)

The most important aspects of physical fitness are resilience, spontaneity, strength and stamina, flexibility and speed. In order to achieve this, learners should demonstrate a positive attitude and enjoyment. It should be emphasised that the lessons should be presented in such a way that learners enjoy the activities.

A movement sequence should be taught in progressive stages until the set sequence is executed. Work in groups of 6 or 8, depending on the number of learners in the class.

## 1.4 Dance

The execution of the dance steps should be taught progressively focusing on refinement of the movement and skills. Try to promote good posture by keeping the body straight upright, stamina and good footwork. This can only be achieved through active participation, resilience and self discipline. Learners should be reminded not to slouch when dancing, the performance should be spontaneous, lively, refined and they should remember the sequences. Rhythmic execution to music is of utmost importance. Group work and partner awareness also need to be emphasized.

**{ 15 }**

**ASSESSMENT RUBRIC: CTA 2009 TASK 1.1**

9.2 Refines and evaluates own and peer movement performance including rotation, balance and elevation.

9.3 Assesses own physical wellness level and sets personal goals for improvement.

**Each assessment criteria counts 5 marks. Choose the activity which the learners will execute... Add the three to give a total of 15**

**GAMES Task 1.2.1: USE ASSESSMENT CRITERIA 1, 3 AND 4**

**GYMNASTICS, PHYSICAL FITNESS AND DANCE Tasks 1.2.2; 1.2.3 and 1.2.4: USE ASSESSMENT CRITERIA 1, 2 AND 4**

Assessment Criteria	0-1 Level 1	2 Level 2	3 Level 3	4-5 Level 4	Learner's Level
<b>GAMES, GYMNASTIC, PHYSICAL FITNESS AND DANCE</b> 1. General participation in activity	No interest and cannot perform the prescribed activity. Poor coordination.	Performs activity with basic movement ability, but need more practice in the execution of the prescribed activity. Coordination poor.	Fair execution of the prescribed activity. Certain movement skills not yet refined but performs a fair level of execution.	Excellent performance shows good skill development in the execution of the activity and is well rounded off.	
<b>GYMNASTIC, PHYSICAL FITNESS AND DANCE</b> 2. Partner work. Synchronizing with partner	Concept of working with partner/s and synchronizing movements are not visible. Skills not well shown.	Attempts to work with partner/s, but needs more practice in synchronizing with partner/s. Attempted the movement skills.	Works well with partner/s and attempts to synchronise the different movement skills. Fair attempt.	Excellent movement synchronization and the partners work very well together. Good rapport and movement skills with partner/s.	
<b>GAMES</b> 3. Games skill performance	Not yet able to perform the different skills well and show little skill in ball control and basic movement ability.	Shows basic movement ability but needs more practice in refining the basic ball control and skills development.	Performs the different skills fairly well and displays fair movement ability. Need more practice though.	Excellent ball control, footwork and shows very good movement skills and ability.	
<b>GAMES, GYMNASTIC, PHYSICAL FITNESS AND DANCE</b> 4. Physical wellness	Any form of fitness and active participation is absent in the execution of the activity.	Shows some skill in fitness and active participation but needs more practice in the execution of this activity.	Shows a fair skill of physical fitness and active participation but can improve more.	A good display of physical fitness and participates with eagerness and skill.	

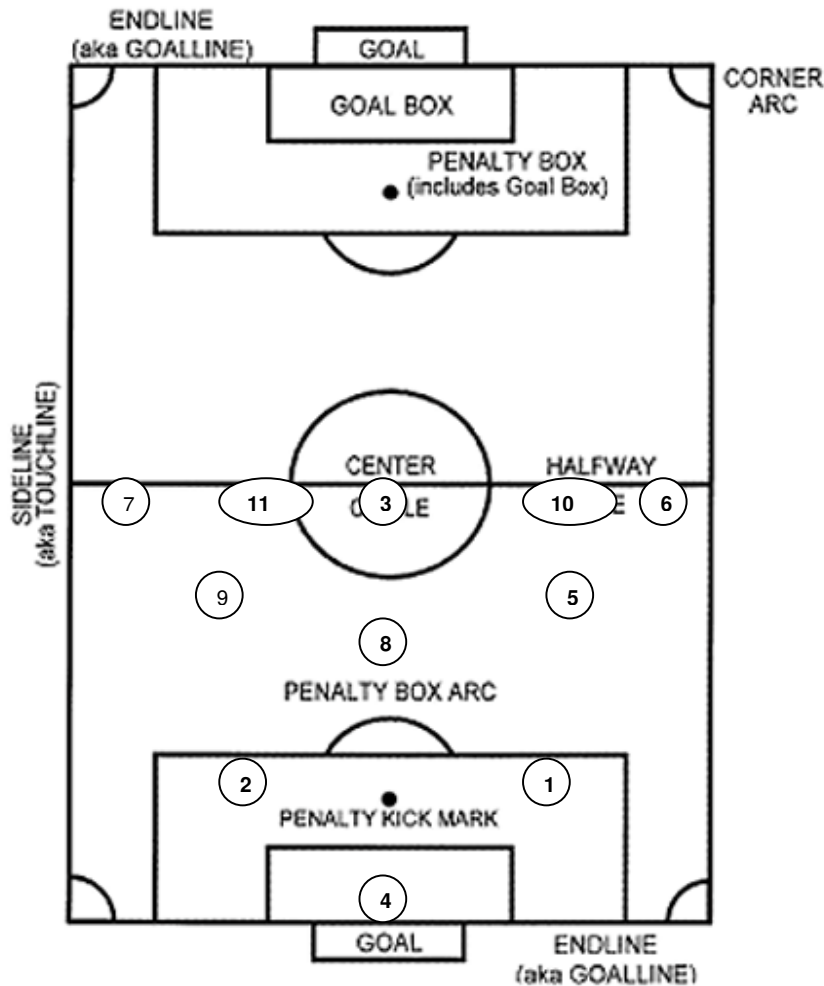




## Activity 1.2

## MY KNOWLEDGE OF SOCCER

1.2.1



### SOCCER PLAYERS

1. Right back / Defender
2. Left back / Defender
3. Centre forward
4. Goalie / goalkeeper
5. Right midfielder
6. Right wing
7. Left wing
8. Central midfielder
9. Left midfielder
10. Right inner
11. Left inner

1.2.1 Each position rightly placed =  $11 \times \frac{1}{2} = 5 \frac{1}{2}$

Draw of field =  $\frac{1}{2}$  (6)

1.2.2 Corner kick

A corner kick is awarded to the attacking team (1/2)

when the ball leaves the [field of play](#) by crossing the goal line (1/2)

(either on the ground or in the air) without a goal having been scored, having been last touched by a defending player (1/2)

(including the [goalkeeper](#)). (1/2) ( Any 2 of the above mentioned facts)

### 1.2.3 Yellow and red cards

Misconducts are cautioned with a **yellow card**, (1)

and dismissals from the field with a **red card**, (1)

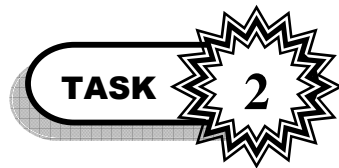
### 1.2.4 When is a player off side?

A player is in an offside position if he is nearer to his opponents' goal line than both the ball and the second last opponent. (1)

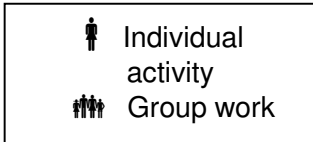
Any **two** above mentioned facts

[http://www.soccerhelp.com/Soccer\\_Tips\\_Dictionary\\_Terms\\_A.shtml#assistant\\_referee](http://www.soccerhelp.com/Soccer_Tips_Dictionary_Terms_A.shtml#assistant_referee)

{ 10 }



## CAREER FUNDERS



## Activity 2

### 2.1 What is the purpose of a funder?

Funder provides financial assistance to students in-service training and to further their studies (any 2 facts) (2)

### 2.2. Duration of bursaries::

Boiler-Making studies: eighty weeks (1/2)

Law study funder: Maximum of 2 years (1/2)

The other 8 funders are all renewable after 1 year. (1/2 x 8 =4)

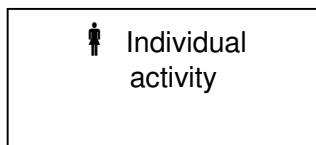
### 2.3. Attorney's Fidelity fund (1/2)

- Any South African University (1/2)
- 2.4.** Ceta Bursary Programme .( 1/2)
- Good grades (1/2); student with Mathematics and Science (1/2) (name one)
- 2.5.** Teacher Training: Funza Lushaka Funder (1)
- Students registered for B Ed; BA; B. Sc; PGCE; in priority areas and B. Tech (Name any 2= 1/2)
- 2.6.** Student loans (1/2) loans at banks (1/2) (1)
- 2.7.** Funding for the disabled (1)
- 2.8.** Chef (1/2) and Food technologist (1/2); Food service manager; (1/2) Food scientists; (1/2) Food consultant (1/2) (any two) (1)
- 2.9.** All training costs will be covered (1/2) and a monthly allowance.( 1/2) (1)

{ 15 }



**SELF - AWARENESS, RESPONSIBILITY AND DECISION MAKING**



**Activity 3.1**

**SELF - AWARENESS**

- 3.1.1 Answers could be any acceptable positive quality: Positive, motivated, energetic, adventurous, active, sport lover, respectful or any acceptable positive qualities. (Any two or appropriate characteristic) (2)
- 3.1.2 Confident, friendly, outgoing, trustworthy, ambitious, generous or any relevant / appropriate answer will be accepted (2)
- 3.1.3 Good self-control, anxious, confident, aggressive, or any relevant /appropriate, answer will be accepted (2)

3.1.4 **Strong points:** able to cope in challenging situations, calm, good listener, self-controlled, unselfish.

**Weak points:** not in charge of emotions, get angry often; aggressive or any relevant / appropriate answer referring to negative and positive can be accepted. Any 4 - ½ point each. (2)

3.1.5 Discuss with your teacher, parent or friend, talk to a person who is trustworthy e.g. youth leader, minister or any relevant / appropriate answer will be accepted. (2)

{ 10 }



### Activity 3.2

#### TAKE RESPONSIBILITY FOR YOUR ACTIONS

The learners need to read the scenarios and then fill in what possible positive and negative reaction could be derived from the scenario, so as to distinguish for them proactive and reactive behaviour patterns. Allocate 1 mark for appropriate Reactive and Proactive answer. { 10 }



### Activity 3.3

#### DECISION MAKING SKILLS

These questions require a high order thinking skill. The learners will be tested on their ability to understand a problem, possible choices of reactions and possible consequences.

Testing the learner's ability to distinguish between what is right and what is wrong is being assessed.

Allocate 1 mark for a possible choice and 1 mark for a possible consequence of the scenario given. 2 marks allocated for their best decision given. { 10 }

**TASK**

**4**

## HUMAN RIGHTS AND DEMOCRACY



Individual  
activity



**TIME: 45 min**



**MARKS: 30**



### Activity 4.1

#### RIGHTS, DEMOCRACY AND ME

- 4.1.1 Independent Electoral Commission (1)
- 4.1.2 To promote (1/2) and safeguard democracy in South Africa (1/2) (1)
- 4.1.3 Voter's roll is a list of registered voters and the persons included are registered to vote. (1)
- 4.1.4
- \* apply for registration in person (1)
  - \* be a South African citizen and (1)
  - \* possess a valid bar-coded identity document or a valid temporary identity certificate (1)
- 4.1.5 Register at 16 (1/2) vote at 18 years (1/2) (1)
- 4.1.6 No. (1) A voter registers only in the voting district in which they live or which they regularly return after temporary periods of absence. (1)
- 4.1.7 To prevent cheating a voter's thumb is examined under an ultra-violet scanner for traces of the indelible ink that is applied to everyone who has voted. (1)
- 4.1.8 A ballot paper is a list of all registered political parties contesting the elections (1)
- { 10 }**



## Activity 4.2

### CELEBRATING NATIONAL DAYS

- 4.2.1 16<sup>th</sup> June (1)
- 4.2.2 This day was named to celebrate youth day(1) as youth was the motivating factors (1) in changing the history of South Africa (1) (3)
- 4.2.3 Be part of the solution not the problem. Be part of being a leader, an example, positive, proactive, assisting, etc and not problematic, getting into trouble, negative attitude, drug, gangsterism (any 3 points mentioned) (3)
- 4.2.4 Responsible, trustworthy, working with a team/group, motivating or any two good qualities can be mentioned. (2)
- 4.2.5 Heritage day, Reconciliation day, Women's day, Human Rights day, Freedom day etc. (Any two x 1/2) (1)

{ 10 }



## Activity 4.3

### HUMAN RIGHTS

#### 4.3.1 Defining xenophobia:

- Fear (1) or hatred of foreigners (1) or things foreign (1) hatred towards strangers (1), murder of people, (1) facing starvation (1), illness, deportation against foreigners without concern for age (1). Plucked from their homes (1) (Any 2 relevant points) (2)
- 4.3.2 plucked from their homes, faced starvation, murders. (Any 3 relevant points) (3)
- 4.3.3 Human dignity, right to respect, right to own a home and clean water, right to food, right to shelter, right to life . (Any 2 relevant points) (2)
- 4.3.4 Restore peace, peace talks, providing food and clothes. Name any 3 or any appropriate answer. Communication; reconciliation sessions, interventions from religious groups. (Any 3 relevant facts) (3)

{ 10 }

# TASK 5

## HEALTH SERVICE PROVIDERS AND LIVING HEALTHY

Individual activity  
Groupwork



**TIME: 70 min**



**MARKS: 20**



### Activity 5.1

COMMUNICABLE DISEASES	DEFINITION Explain what it is.	WHAT HEALTH INFORMATION ARE AVAILABLE TO ADDRESS THESE DISEASES AT YOUR SCHOOL OR YOUR COMMUNITY	Provide details of HEALTH SERVICES available, their contact numbers and addresses:	What TREATMENT OPTIONS are available to address this disease?
<b>TUBERCULOSIS</b>	Tuberculosis is a bacterial disease usually affecting the lungs (pulmonary TB). Other parts of the body can also be affected, for example lymph nodes, kidneys, bones, joints, etc. (extrapulmonary TB). Approximately 1,300 cases are reported each year in New York State.	Any researched information from the school clinic or accepted sources can be given here	Any information flyers, guides, educational flyers could be added to this list	For patients with disease due to drug resistant organisms, expert consultation from a specialist in treating drug resistant TB should be obtained. Patients with a drug resistant disease should be treated with drugs to which their organisms are susceptible. The effectiveness of treatment for latent infection with MDR-TB is uncertain
	1/2	1/2	1/2	1/2

MUMPS				
	<p>Mumps is an acute viral disease characterized by fever, swelling and tenderness of one or more of the salivary glands, including the parotid gland located just below the front of the ear.</p> <p style="text-align: center;">1/2</p>	<p>Any researched information from the school clinic or accepted sources can be given here</p> <p style="text-align: center;">1/2</p>	<p>Any information flyers, guides, educational flyers could be added to this list</p> <p style="text-align: center;">1/2</p>	<p>The single most effective control measure is maintaining the highest possible level of immunization in the community. Persons diagnosed with mumps should remain at home during their infectious period (until after nine days after onset of symptoms).</p> <p style="text-align: center;">1/2</p> <p>Other things people can do to prevent mumps and other infections are to wash their hands well and often with soap or an alcohol-based hand gel and to teach children to wash their hands too. Eating utensils should not be shared and surfaces that are frequently touched should also be regularly cleaned with soap and water or with cleaning wipes</p>



<b>HIV AND AIDS</b>	<p>Acquired immune deficiency syndrome (AIDS) is an infectious disease caused by the human <a href="#">immunodeficiency virus (HIV)</a>. It was first recognized in the United States in 1981. AIDS is the advanced form of infection with the HIV virus, which may not cause recognizable disease for a long period after the initial exposure (latency). No vaccine is currently available to prevent HIV infection. At present, all forms of AIDS therapy are focused on improving the quality and length of life for AIDS patients by slowing or halting the replication of the virus and treating or preventing infections and cancers that take advantage of a person's weakened immune system</p>	<p>Any researched information from the school clinic or accepted sources can be given here</p>	<p>Any information flyers, guides, educational flyers could be added to this list</p>	<p>This is the main type of treatment for HIV or AIDS. It is not a cure, but it can stop people from becoming ill for many years. The treatment consists of drugs that have to be taken every day for the rest of someone's life.</p> <p>Antiretroviral treatment for HIV infection consists of drugs which work against HIV infection itself by slowing down the replication of HIV in the body. The drugs are often referred to as:</p> <ul style="list-style-type: none"> <li>• antiretrovirals</li> <li>• anti-HIV drugs</li> <li>• HIV antiviral drugs</li> </ul>
<b>CHICKENPOX</b>	<p>Chickenpox is a highly communicable disease caused by the varicella virus, a member of the herpes virus family. In temperate climates, chickenpox occurs most frequently in winter and early spring.</p>	<p>Any researched information from the school clinic or accepted sources can be given here</p>	<p>Any information flyers, guides, educational flyers could be added to this list</p>	<p>In 1992, acyclovir was approved by the U. S. Food and Drug Administration for treatment of chickenpox in healthy children. However, because chickenpox tends to be mild in healthy children, most physicians do not feel that it is necessary to prescribe acyclovir.</p>

				The best method to prevent further spread of chickenpox is for people infected with the disease to remain home and avoid exposing others who are susceptible. If they develop symptoms, they should remain home until one week after the skin eruption began or until the lesions become dry and crusted. Pay particular attention to avoiding unnecessary exposure of nonimmune newborns and immunocompromised people to chickenpox.  $\frac{1}{2}$
<b>MEASLES</b>	Measles is an acute, highly contagious viral disease capable of producing epidemics. $\frac{1}{2}$	Any researched information from the school clinic or accepted sources can be given here $\frac{1}{2}$	Any information flyers, guides, educational flyers could be added to this list $\frac{1}{2}$	There is no specific treatment for measles. $\frac{1}{2}$
<b>RINGWORMS</b>	Ringworm is a skin infection caused by a fungus that can affect the scalp, skin, fingers, toe nails or foot $\frac{1}{2}$	Any researched information from the school clinic or accepted sources can be given here $\frac{1}{2}$	Any information flyers, guides, educational flyers could be added to this list $\frac{1}{2}$	Your doctor may prescribe a fungicidal material to swallow as tablets or powders that can be applied directly to the affected areas. Griseofulvin is commonly prescribed for treating fungus infections. $\frac{1}{2}$

[http://www.health.state.ny.us/diseases/communicable/chickenpox/fact\\_sheet.htm](http://www.health.state.ny.us/diseases/communicable/chickenpox/fact_sheet.htm)

$28 \times \frac{1}{2} = 14$

1 mark for chart = { 15 }



## Activity 5.2

Any factual information / advice.

Provide the name of a possible drug rehabilitation institution

Proceeding contact numbers, treatment options at clinics, rehab centers

Referring to spiritual leader / psychologist

- Determine problem
- Suggest assistance from professional people
- Provide names and contact numbers of rehabilitation centre / doctors/ psychologists/ day hospitals / your Life Orientation teacher
- Follow up with development and treatment
- Coping skills (Any mentioned or relevant appropriate facts) (5)

{ 20 }

**TOTAL MARKS: 120 ÷ 2 = 60**

## **ANNEXURE A - LIFE ORIENTATION - DVD**

### **TASK 1: ACTIVE PARTICIPATION IN PHYSICAL DEVELOPMENT AND MOVEMENT - A TEACHING AID**

#### **NOTES TO TEACHER**

- The purpose of this DVD is to demonstrate the 4 activities required in TASK 1.
- It is a basic teaching DVD, demonstrating the different basic skills with prescribed tasks that need to be performed for the 2009 Life Orientation CTA.

All the lessons should start with warm up activities and stretching exercises before learners perform any of these activities. Refer to Annexure B, page 21 in the Teacher's Manual for examples.

When teaching these activities for the first time, choose ONE of the prescribed activities. Start with two - three warm up activities, followed by skills training - where you will teach the lead -up activities of the prescribed task to all the learners at the same time. The third part of the lesson is the application of the skills taught, where the prescribed sequences are presented in a gradual progressive format.

Teach and refine the basic skills of the chosen activities over at least 4 – 5 lessons. Practice, repeat and refine these activities, before preparing the learners for assessment sessions.

Should your learners have achieved a higher level of execution in movement, you are encouraged and allowed to add a higher skill of performance. But the choices of the activities should remain with modified soccer, gymnastics, physical fitness (aerobics) and dance.

Read through all the activities and requirements of TASK 1, Section A, before viewing this DVD.

#### **TASK 1**

##### **Activity 1.1 - MODIFIED SOCCER**

Refer to page 6 of the Learner's book, under the heading "INSTRUCTIONS" for the description to practice the different skills.

##### **Some tips when dribbling:**

- Keep ball close to the feet
- Watch the ball closely
- Take short steps to begin with
- Increase as skill level improves
- Use inside/outside of foot to control ball

After the learners have mastered the skill they move over to "team play" no 6. If a specific group of learners has good soccer skills development, make the area of play wider. The learners need to be divided into groups of 6 or 8 for the assessment task.

##### **Activity 1.2 - GYMNASTICS**

Refer to Page 7 of the Learners' Book under the heading "SKILLS REQUIRED"  
These learners are demonstrating some warming up activities at first.  
Activities demonstrated are: the star jump, forward roll and cartwheel.

The skills must first be mastered by the learners individually, before they attempt the partner work sequence. Refer to DVD.

There are THREE OPTIONS if performing with a partner:

1. Start opposite your partner, move past your partner.
2. Start behind your partner and follow your partner and synchronise the sequence.
3. Start behind your partner and perform a “question and answer” routine. That is: your partner performs the forward roll, the partner then performs a forward roll etc.
4. A fourth example can be performing the sequence next to a partner, at least 3 metres away from partner.

The sequence must be repeated a second time.

The learners can choose any one of the four options or can even combine two of the above-mentioned options.

The learners work with a partner for the assessment task.

### **Activity 1.3 - PHYSICAL FITNESS (AEROBICS)**

Refer to page 9 of the Learner’s book. Basic skills are demonstrated – follow the description.

Remember to keep the activities light, bouncy, active and energetic.

You may want to add to the sequence should your learners be fit, agile and have a good movement vocabulary.

You can use ANY other 4/4 or 4/8 music with a strong and definite beat.

The learners work in groups of 8 – 12 for the assessment task.

### **Activity 1.4 - DANCE**

Refer to page 10 of the Learner’s book under the heading “SKILLS REQUIRED” of the Dance section.

Learners should be taught the basic dance steps of the dance before performing the set sequence. E.g. Walking, skipping, gallops to the side, grapevine step and the do-si-do - figure.

Formations to be taught are: circle, lines across and longways set.

The teacher could count, clap her hands or beat on a drum when teaching these steps.

You can make use of any 4/4 or 4/8 music with a strong definite beat.

The learners work in groups of 8 – 12 for the assessment task.

CTA 2009 SECTION A:

For the assessment of the CTA 2009 the learners need to choose one of these activities for the assessment for the CTA section A.

### **Some suggestions for using the content of the DVD:**

- You could use these four activities to address the 4 assessment tasks for physical development and movement for the year.
- Learners who are physically challenged can use this video, refer to the coaching skills to assist with the coaching of these activities.
- Make use of this DVD during adverse weather conditions to teach learners the different movement skills and to analyse the different skills.
- Teach all the components to all your learners during lesson periods. They need to make a choice and practice in their groups to prepare for the CTA section A. Spend at least 5-6 lessons per discipline e.g. soccer, gymnastics or dance.

## **ANNEXURE B – LIFE ORIENTATION CTA**

### **Warm Up Activities and Stretching Exercises**

#### **Warm up properly, and reduce the risk of sports injury**

The warm up activities are a crucial part of any exercise regime or sports training. The importance of a structured warm up routine should not be underestimated when it comes to the prevention of sports injury.

An effective warm up has a number of very important key elements. These elements, or parts, should all be working together to minimize the likelihood of sports injury from physical activity.

Warming up prior to any physical activity does a number of beneficial things, but primarily its main purpose is to prepare the body and mind for more strenuous activity. One of the ways it achieves this is by helping to increase the body's core temperature, while also increasing the body's muscle temperature. By increasing muscle temperature you're helping to make the muscles loose, supple and pliable.

An effective warm up also has the effect of increasing both your heart rate and your respiratory rate. This increases blood flow, which in turn increases the delivery of oxygen and nutrients to the working muscles. All this helps to prepare the muscles, tendons and joints for more strenuous activity.

Keeping in mind the aims or goals of an effective warm up, we can then go on to look at how the warm up should be structured.

Obviously, it's important to start with the easiest and most gentle activity first, building upon each part with more energetic activities, until the body is at a physical and mental peak. This is the state in which the body is most prepared for the physical activity to come and where the likelihood of sports injury has been minimized as much as possible. So, how should you structure your warm up to achieve these goals?

There are four key elements, or parts, which should be included to ensure an effective and complete warm up. They are:

1. The general warm up;
2. Static stretching;
3. The sports specific warm up; and
4. Dynamic stretching.

All four parts are equally important and any one part should not be neglected or thought of as not necessary. All four elements work together to bring the body and mind to a physical peak, ensuring the athlete is prepared for the activity to come. This process will help ensure the athlete has a minimal risk of sports injury.

Let's have a look at each element individually.

### **1.) General warm up**

The general warm up should consist of a light physical activity. Both the intensity and duration of the general warm up (or how hard and how long), should be governed by the fitness level of the participating athlete. Although a correct general warm up for the average person should take about five to ten minutes and result in a light sweat.

The aim of the general warm up is simply to elevate the heart rate and respiratory rate. This in turn increases the blood flow and helps with the transportation of oxygen and nutrients to the working muscles. This also helps to increase the muscle temperature, allowing for a more effective static stretch. Which bring us to part two.

### **2.) Static stretching**

Static stretching is a very safe and effective form of basic stretching. There is a limited threat of injury and it is extremely beneficial for overall flexibility. During this part of the warm up, static stretching should include all the major muscle groups and this entire part should last for about five to ten minutes.

Static stretching is performed by placing the body into a position whereby the muscle, or group of muscles to be stretched is under tension. Both the opposing muscle group (the muscles behind or in front of the stretched muscle) and the muscles to be stretched are relaxed. Then slowly and cautiously the body is moved to increase the tension of the muscle, or group of muscles to be stretched. At this point the position is held or maintained to allow the muscles and tendons to lengthen.

This second part of an effective warm up is extremely important, as it helps to lengthen both the muscles and tendons which in turn allow your limbs a greater range of movement. This is very important in the prevention of muscle and tendon injuries.

The above two elements form the basis or foundation for a complete and effective warm up. It is extremely important that these two elements be completed properly before moving onto the next two elements. The proper completion of elements one and two, will now allow for the more specific and vigorous activities necessary for elements three and four.

### **3.) Sport specific warm up**

With the first two parts of the warm up carried out thoroughly and correctly, it is now safe to move onto the third part of an effective warm up. In this part, the athlete is specifically preparing their body for the demands of their particular sport. During this part of the warm up, more vigorous activity should be employed. Activities should reflect the type of movements and actions which will be required during the sporting event.

### **4.) Dynamic stretching**

Finally, a correct warm up should finish with a series of dynamic stretches. However, this form of stretching carries with it a high risk of injury if used incorrectly. It should really only be used under the supervision of a professional sports coach or trainer. Dynamic stretching is more for muscular conditioning than flexibility and is really only suited for professional, well trained, highly conditioned athletes. Dynamic stretching should only be used after a high level of general flexibility has been established.

Dynamic stretching involves a controlled, soft bounce or swinging motion to force a particular body part past its usual range of movement. The force of the bounce or swing is gradually increased but should never become radical or uncontrolled.

During this last part of an effective warm up it is also important to keep the dynamic stretches specific to the athletes' particular sport. This is the final part of the warm up and should result in the athlete reaching a physical and mental peak. At this point the athlete is most prepared for the rigors of their sport or activity.

Stretching is one of the most under-utilized techniques for improving athletic performance, preventing sports injury and properly rehabilitating sprain and strain injury. Don't make the mistake of thinking that something as simple as stretching won't be effective.

<http://www.thestretchinghandbook.com/archives/warm-up.php>



## ANNEXURE C

# Cardiovascular Fitness Basics

[Home](#) -> [The Library](#) -> [Cardio Fitness Basics](#)

## What is Cardiovascular Fitness?

Cardiovascular fitness can be defined simply as your body's ability to get oxygen and blood to the muscles. The slang term "wind" sums it up nicely.

- When you do physical activity and your pulse quickens and your breathing gets deeper, you are using your cardiovascular system.
- You can improve your cardiovascular system's efficiency through regular training.
- The short term used when referring to cardiovascular exercise is **Cardio**.

## How much Cardio do I need?

There are a few simple guidelines you can follow when determining how much cardio work you should do. Basically, it all comes down to your goals.

- **If you are trying to lose fat**, you need to do more cardio than if you are trying to gain weight. For fat loss, three to five times per week at 20 to 40 minutes per session is plenty. Start conservatively if you are just starting training, e.g. three times per week, 20 minutes per session.
- **If you are trying to gain weight**, you will find that goal easier to achieve if you don't do any cardio at all, though you will still maintain health benefits without much effect on your weight gain if you do light cardio work twice a week for 20 minutes.
- **For improving cardiovascular fitness in general**, three or four times per week for 20 to 40 minutes per session (depending on your current level of fitness) will yield good results.



## Which Type of Cardio Should I Do?

Cardiovascular training, no matter what the exercise, is categorized based on duration and intensity. When you are choosing which type of cardio to do, keep your goals in mind.

- If your goal is to improve your general cardiovascular fitness, do moderate intensity work where you are starting to breathe deeply and you can feel that you are working...
- If your goal is fat loss but you're in poor shape, do low intensity, long duration work such as walking.
- If you want fat loss and you're in reasonably good cardiovascular shape, do the type that burns the most calories, i.e. [high-intensity training](#) (explained in detail below).

## Maximum Heart Rate

- Your maximum heart rate (**HR max**) is the theoretical number of beats per minute that your heart is capable of producing.
- This is found by subtracting your age from 220, e.g. if you're 40 years old,  
 $220 - 40 = 180$  *HR max*.
- This is simply an estimation, not an absolute limit.
- To measure aerobic exercise intensity, percentage of *HR max* (**%HR max**) is often used. If you want to exercise at 60% of your *HR max*, your heart rate should be, using the example above, around 108 beats per minute.
- Your heart rate is your guide for cardiovascular exercise intensity.



## Target Heart Rate

Your **Target Heart Rate** is the range of heart beats per minute at which you should work at in order to best achieve aerobic fitness. This range is typically between **60% to 80%** of your **HR max**. The bottom end of the scale is best for low intensity training while the top end is for high intensity training.

## Taking Your Heart Rate

- The first is on the inside of the wrist below your thumb. Use your forefinger and middle finger to feel the pulse (this is known as **palpation**).
- The second site is on the carotid artery on the neck (either side). Place your fingers on the side of your windpipe, just below the jaw.
- Count the beats for 10 seconds then multiply by six to get beats per minute. This count can last for 10 seconds, 15 seconds, 20 seconds, 30 seconds or a full minute. Multiply by 6, 4, 3, and 2 respectively to get beats per minute.
- An electronic heart rate monitor that is strapped to your chest or on a watch can also be used to keep track of your heart rate (the chest strap style is usually more accurate, being much closer to your heart).
- There are also some cardio machines that have touch sensitive pads on the handlebars that can take your pulse by counting the electrical signals of your heart beat. Make sure the pads are clean and dry and grip them firmly.



## The Low Intensity = Fat Loss Myth

It is a myth that low intensity is best for fat loss just because more fat is burned for fuel as a percentage of the total calories burned.

- **Low Intensity** (*L.I.* for short) burns about 50% fat for fuel while **High Intensity** (*H.I.*) burns about 40%. This is not a big difference.

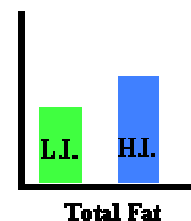
Say, for example, you burn 100 calories in 20 minutes of *L.I.* work compared to 160 calories in 10 minutes of *HI* work; you've still burned more total fat doing *HI*.

- **High intensity** training will also boost your metabolism long **AFTER** the workout is done. This does not happen with low intensity training. **High Intensity** training is a powerful fat loss tool, but should only be used by trainers who already have a good level of fitness.

The basic idea when you're trying to lose fat is to create a caloric deficit. The type of training does not matter so much as creating that deficit. **High Intensity** training just creates the deficit more efficiently than **Low Intensity** training.

**Low Intensity**  
100 calories x 50% = 50 calories

**High Intensity**  
160 calories x 40% = 64 calories



## Aerobic vs. Anaerobic

Aerobic literally means with oxygen while anaerobic means without oxygen.

- The **Aerobic** training zone is the training intensity where you are burning fuel with oxygen.
- The **Anaerobic** training zone is the training intensity where you are burning fuel without oxygen.



The **Anaerobic Threshold** is the point at which the aerobic, oxygen-burning system can no longer supply enough energy to meet the demands of the exercise and you begin to produce lactic acid. Once over 85% HR max, you will not last longer than a few minutes unless you decrease the intensity. High caliber endurance athletes can feel the point where they are about to cross their **Anaerobic Threshold** and can operate for long periods of time just below it.

## Cardio and Weight Training

The best way to incorporate cardio into your training is to do it in a completely different session than your weight training. If you plan on doing both weights and cardio in the same session, do the weights first. There are two major reasons for this:

- **First**, doing cardio before weights will pre-fatigue your muscles, limiting your weight training. Doing cardio after weights will not.

- *Second*, weight training will serve as a sort of pre-exhaust for cardio; lowering your blood sugar and allowing you to burn fat immediately after you start cardio. If you do cardio first, it will take about 20 minutes before you really start to burn fat



[http://www.fitstep.com/Library/Info/Cardio\\_fitness1.htm](http://www.fitstep.com/Library/Info/Cardio_fitness1.htm)

## BIBLIOGRAPHY

- PACE Careers Directory. Dennis Stead PACE Career centre  
Go.Study.co.za
- Modified Sport Programme - Aussie Sport
- <http://www.thestretchinghandbook.com/archives/warm-up.php>
- [http://www.health.state.ny.us/diseases/communicable/chickenpox/fact\\_sheet.htm](http://www.health.state.ny.us/diseases/communicable/chickenpox/fact_sheet.htm)
- *Resource: Financial AID directory – PACE Career centre and Department of Education. These are actual funders.*
- <http://www.tvsa.co.za/actorprofile.asp?actorid=2238>
- [http://www.safrika.info/public\\_services/citizens/your\\_rights/iec.htm](http://www.safrika.info/public_services/citizens/your_rights/iec.htm)
- <http://www.auschwitz.dk/star/Default.htm>
- <http://www.merineews.com/catFull.jsp?articleID=134488>
- SA: Department of Labour: Code of Good Practice:  
<http://www-ilo-mirror.cornell.edu/public/english/protection/trav/aids/laws/southafricacop.pdf>